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ABSTRACT

Information concerning Maryland's 17 community colleges and the Maryland State Board for Community Colleges (SBCC) is presented as an aid for institutional planning. Chapter I presents an executive summary of the report, while Chapter II describes the statewide coordination of the community college system. Chapter III examines: (1) the colleges' successes in the areas of student goal achievement, faculty competence, local support, geographic access, facilities quality, and comprehensive curriculum development; (2) special problems posed by financial constraints, the decline of the liberal arts, and increases in reporting and regulations; (3) enrollment trends; (4) the status of instructional programs; (5) operating expenditures; and (6) facilities requirements. Chapters IV and V detail the mission, goals, and objectives of the SBCC and the colleges, and Chapter VI reviews three major policy directions for fiscal year (FY) 1982, which relate to funding, program coordination, and educational television. Chapter VII suggests strategies for supporting the strengths and addressing the weaknesses of the colleges; Chapter VIII reports progress to date on objectives set for FY 1981 for the Board and for the colleges; and Chapter IX reveals the status of proposals made to increase energy conservation and reduce deferred maintenance. Finally, Chapter X profiles each of the colleges in terms of enrollments, programs, and facilities. (JP)

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STATE PLAN FOR
COMMUNITY COLLEGES
IN MARYLAND

FISCAL YEARS 1982-1987

JC 810 254

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May 1, 1981

TO: The Honorable Harry Hughes, Governor of Maryland
The Honorable Louis L. Goldstein, Comptroller of the Treasury
The Honorable William S. James, State Treasurer
The Honorable Thomas W. Schmidt, Secretary
Department of Budget and Fiscal Planning
The Honorable Constance Lieder, Secretary
Department of State Planning
The Honorable James Clark, Jr., President of the Senate
The Honorable Benjamin L. Cardin, Speaker of the House
The Maryland General Assembly
Dr. Sheldon H. Knorr, Commissioner
State Board for Higher Education
The Community College Boards of Trustees
The Community College Presidents

It is with great pleasure that the members of the State Board for Community Colleges present to you the State Plan for Community Colleges in Maryland Fiscal Years 1982-1987. This Plan is an update of the FY 1981-1986 State Plan and is intended to satisfy the requirements of the Executive Planning Process. The Plan outlines the strengths and problem areas facing community colleges, focuses on goals and objectives of the State Board for Community Colleges, and provides detailed planning information relating to Maryland's seventeen community colleges.

It has been the Board's practice to make its own Plan consistent with the Maryland Statewide Plan for Postsecondary Education of the State Board for Higher Education and the Maryland State Plan for the Administration of the Vocational-Technical Education Programs of the Maryland State Department of Education, Division of Vocational-Technical Education. We are happy to report that this Plan also conforms in all of its policy directions with the larger picture of educational coordination.

The community college Plan is a working document. It is used as an operational guide for the instructional program development, capital facilities requirements, budgetary projections, and evaluation activities necessary to assure quality education.

The Board's staff has conducted discussion sessions relative to this Plan on each community college campus. These sessions with faculty, staff, and students have played an important part in developing the Plan's thrusts. In addition, community college Presidents have reviewed the Plan, and comments have been requested from the State Board for Higher Education, the Division of Vocational-Technical Education of the State Department of Education, and the State Advisory Council on Vocational-Technical Education. While a conscious effort has been made to assure coordination of State plans, the contents of this Plan are, as they must be, the sole responsibility of the State Board for Community Colleges.

Sincerely yours,

Samuel P. Massie

Samuel P. Massie, Jr.
Chairman

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

STATE PLAN
FOR
COMMUNITY COLLEGES IN MARYLAND
FISCAL YEARS 1982-1987

Presented to

HIS EXCELLENCY, THE GOVERNOR
COMPTROLLER OF THE TREASURY
STATE TREASURER
THE DEPARTMENT OF BUDGET AND FISCAL PLANNING
THE DEPARTMENT OF STATE PLANNING
THE GENERAL ASSEMBLY
THE STATE BOARD FOR HIGHER EDUCATION
THE COMMUNITY COLLEGE BOARDS OF TRUSTEES
of the
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ANNAPOLIS, MARYLAND
MAY 1981

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I. EXECUTIVE SUMMARY

MISSION

The mission of the State Board for Community Colleges is to coordinate and maintain a quality community college system.

The mission of the community colleges is to provide quality transfer and career programs, continuing education, and community service at a low tuition in response to local education needs.

IMPORTANT LIMITS OF MANDATE

The State Board for Community Colleges is a coordinating agency for the seventeen locally governed community colleges. The Board has developed general policies and procedures for community college operations in the areas of programs, finance, and facilities.

The community college local boards are responsible for providing governance of the institutions. There are important advantages to having locally governed community colleges, and the State Board for Community Colleges encourages a continued emphasis on local governance. An effective two-year college requires local orientation to community needs, and this is best accomplished when critical decisions are made by those who live close to the institution and the geographical area it serves. Evidence that proximity in decision making has led to success can be seen in the tremendous growth in occupational programs designed to provide training for employment in the county or region. The local boards monitor the continual refinement of courses in response to shifting demands of local employment.

GOALS

It is the goal of the State Board for Community Colleges to provide planning, coordination, service, and leadership in maintaining a quality community college system.

The goals of the community colleges are:

1. To provide a basic education in the liberal arts;
2. To provide quality comprehensive career programs, courses, and student services;
3. To provide quality comprehensive transfer programs and student services;
4. To provide quality continuing education courses and community service activities;

5. To provide equal access to community colleges for eligible Maryland citizens;

6. To provide efficient community college operations without impairing the quality of services;

7. To assist economic development through cooperation with business and industry in meeting education and training needs.

BENEFIT TO THE STATE

Attainment of community college goals will provide three major benefits: personal, cultural, and economic. Community colleges provide the opportunity for students to grow in knowledge and in ability to comprehend, analyze, and evaluate. In general, education increases student openness to new ideas, enhances the ability to deal with complex issues, and deepens appreciation for the arts. (Bowen, 1977) In addition, there is research evidence that education leads to a continued propensity to gain knowledge after leaving college.

Maryland receives cultural benefits from community colleges through greater involvement and interest in political affairs, reduced unemployment, increased social mobility, and more participation in community activities. Economic benefits from community colleges include increased productivity, higher personal income, and a more attractive climate for the development of new business. Community colleges, through local citizen advisory councils and judicious program planning, anticipate training needs and create programs responsive to the community. State Board for Community Colleges research has indicated that 86 percent of the employed former community college students work in Maryland and that the average community college student will receive a 25 percent return on his or her investment in college during a lifetime.

CURRENT GOAL ACHIEVEMENT

Goal achievement is described below for each of the community college goals.

1. Students are required by the Maryland Standards for Two-Year Colleges to complete fifteen credits of arts and science courses in order to receive an associate in arts degree. Highly qualified faculty and a strong curriculum exist to serve these students and others who come to the college for enrichment. However, the achievement of the liberal arts goal is threatened by declining enrollment and high costs in certain disciplines, especially in the humanities.

2. The achievement of career goals can be documented by follow-up studies which indicate that 79 percent of the students became employed when career development was their objective. Over four-fifths of the students report that their community college education increased their theoretical understanding as well as job skills. Nearly half of the community college students are employed while attending college.

3. The achievement of transfer goals can be documented by follow-up studies which indicate that 76 percent of the students transferred when transfer was their reason for attending a community college. Over half of the students report that they lost no credits in the transfer process, and 58 percent earned an average grade of "B" or better in their transfer institution.

4. In Fall 1980, over 117,000 citizens enrolled in over 6,000 continuing education courses, some of which received State support. Ranging from accounting to x-ray technology, these courses provide education to many older and returning students for both career development and personal enrichment.

5. With over 99.5 percent of Maryland's population living in the counties served by community colleges, access is a key strength of the community college system. Reaching beyond the campus, the community colleges offer courses in satellite centers that are close to the students.

6. Efficiency is an elusive concept in an educational organization. However, even though results may be difficult to measure, steps have been taken toward making each program and campus more efficient. Colleges have evaluated and deleted obsolete programs, hired part-time faculty, shared computer programs, and maintained a student-faculty ratio of 20:1. A Statewide discipline cost analysis system enables colleges to relate costs with benefits and compare campus costs with costs at other campuses.

7. A major study of the training needs of Maryland business and industry is being conducted by the State Board for Community Colleges. The results of this study will be available to guide the development of new programs and policies.

PROBLEMS IMPEDING PROGRESS

There are several critical problems that hinder the achievement of the community college goals.

Inadequate funding is the number one problem in the Maryland community college system. Pressures for increased expenses result from higher costs for energy, low employee turnover (moving more persons to higher ranks), a demand for higher wages, and the labor-intensive nature of colleges with about 80 percent of expenses going for compensation. Factors that inhibit increases in revenue include a decline in the number of high school graduates; slower overall population growth in Maryland; and desire among some citizens to slow the growth in government spending.

Second, there has been a growing trend to view education only in terms of its immediate and measurable results. Some of the results of education are subtle and cannot be assessed through grades, income, or degrees.

Third, there seems to be a slow but steady strangulation of education by rules, forms, and paperwork. Such increasing control not only diverts time from the direct conduct of education, but it saps the morale and stifles the initiative of persons responsible for teaching and administering at the college level. Strapped by rules and forms, there is a clear danger that the education establishment will sink of its own weight.

CONSEQUENCES OF NOT RESOLVING PROBLEMS

There are three major consequences that can be expected if the above problems are not dealt with in a reasonable time period. First, tuition is likely to rise if State aid remains constant and normal inflation continues. Increases in tuition will then have the effect of reducing access, since as the tuition rises fewer students will be able to afford the cost of attending college. Rising tuition also has a disproportionate impact on black families whose income is only about two-thirds as high as whites.

Second, the quality of education will be reduced. As resources are constrained, important college services are curtailed. Counseling services may be cut, giving students fewer opportunities to assess their skills and plan their programs. Faculty may face teaching overloads, reducing time to work with individual students and develop improved course materials. Institutional research may be eliminated, depriving the college of the studies that can assist in prudent planning, decision making, and evaluation.

Third, there will be a shallow educational process concerned only with immediate and measurable results. While employment and degrees are clearly important, college provides an opportunity for persons to discover their potential and stir new interests. For example, a student may enroll in nursing only to find that his/her interests and skills are not a good match with the allied health professions. However, the same student may take a photography course that stimulates a life-long interest. Such a student cannot be viewed as one who failed to complete a program, but as one who succeeded in discovering talents and values.

MAJOR ACTIONS

The State Board for Community Colleges intends to continue seeking a change in State funding. Coordination of programs with other education levels, and the exploration of the uses of instructional television will be pursued.

COMMUNITY COLLEGE FUNDING

A combination of stable enrollments, high inflation, and a fixed aid formula has precipitated a serious problem. Unless the level and procedure for funding are changed, the projected enrollment declines in the 1980s could be quite damaging to the community college system. The State's share of support for community colleges is set at 50 percent. However, the dollar amount is limited to 50 percent of $1,700 per full-time equivalent student for most colleges. In FY 1980, the average cost per full-time equivalent was $2,195, 29 percent above the ceiling for most community colleges. As the State's share of the cost declines, the student and the local shares must increase.

During the current fiscal year, the State Board for Community Colleges, in conjunction with the individual community colleges, has worked closely with the Subcommittee on Education of the Task Force to Study State/Local Fiscal Relationships. These efforts are described in the chapters devoted to Major Policy Actions and Evaluation and Progress. In response to the Board's activities, the Task Force adopted a series of community college funding recommendations for FY 1982 and beyond. The letter transmitting the Task Force report indicates the following by way of background:

> With respect to the community colleges, for more than 30 years the State aid has been distributed on a full-time equivalent enrollment basis with special provisions for very small colleges. Community colleges, which local governments help to fund, have grown very rapidly. Sixty-one percent of the growth in public higher education in Maryland during the last decade has been in the community colleges. Theoretically, the State on the average funds 50% of the operating costs. In fact, the State's share has slipped to 36%. Thus, there are two problems, the level of funding and the total reliance on full-time equivalency enrollment in distributing the aid.
>
> The Subcommittee recommends adding two flat grants to the community colleges formula and raising the aid per full-time equivalent student. A $200,000 grant to each Board of Trustees (except the 'small colleges') would be of particular assistance to the hard pressed middle-sized colleges; a $10 per part-time credit student would be of particular assistance to the large colleges; and the increase from $850 to $895 per full-time equivalent student would assist all colleges. These changes would cost $5.6 million, the amount recommended by the State Board for Higher Education in its Consolidated Budget recommendations submitted to Governor Hughes. Such an increase would raise the State's contribution to an estimated 39% of costs.

The Task Force report goes on to provide the following explanation of the Subcommittee's actions:

> Community College Funding
>
> Modify Current Formula. Change the current aid formula through addition of two new flat grants, and increase the existing per full-time equivalent student aid rate as follows:
>
> To the eleven Boards of Trustees, other than the 'small colleges':
>
> > Flat grants of $200,000 for each board, to aid in defraying fixed and other indirect operating costs; $10 per part-time credit student; and
> >
> > Raise from $850 to $895 aid per full-time equivalent student (FTES).
>
> To the four Boards of Trustees, referred to as the 'small colleges' (Cecil, Chesapeake, Garrett, and Wor-Wic Tech):

A $96 increase per FTES, which is an amount equivalent to the average per FTES additional aid to the other colleges under the above system being proposed. The amount per FTES for Cecil, Chesapeake, and Garrett is expected to be $1,636, and $1,401 per FTES for Wor-Wic Tech.

Remedial Education. The Subcommittee, recognizing the importance of remediation at the community colleges, asks that the State Board for Community Colleges study the question of a special State categorical aid program for this function and provide alternative methods of State assistance to meet the needs of these students.

The State level of support must be increased to insure the quality of all community colleges. The State Board for Community Colleges will continue to seek the additional State support needed to maintain an excellent community college system.

COORDINATION OF PROGRAMS

The need for increased efficiency and maintenance of quality in high cost programs requires that educational institutions avoid unnecessary duplication of effort in developing programs and facilitate the transition from one level of study to the next. The State Board for Community Colleges has encouraged the cooperation of colleges in establishing regional and Statewide programs which provide payment of out-of-county tuition differential for students in designated regional and Statewide programs offered at a particular campus. Such programs have been successful in attracting students from out-of-county and in thus helping to avoid the need for developing similar programs at each campus. The Board will request additional funds for this program and encourage more campuses to cooperate in this coordination of program offerings.

In addition, the State Board for Community Colleges will work closely with the other segments of higher education to facilitate the articulation of students from one institution to another.

INSTRUCTIONAL TELEVISION

The counties in Maryland are adopting cable television agreements. In many cases the community colleges will have access to their own instructional channel. The State Board for Community Colleges will assist the colleges in exploring uses for instructional television and in sharing experiences, knowledge, and existing programming materials. Programming that supplements regular classroom instruction and reduces the number of trips to campuses can be cost saving and can increase the delivery of quality education to students.

RESOURCES NEEDED

Resources required in the next six years are projected in the following table. State aid projections are based upon a 2 percent increase in enrollment.

STATE BOARD FOR COMMUNITY COLLEGES
PROJECTED AGENCY EXPENDITURES
(STATE AID LIMITED TO STATUTORY MAXIMUM)
FY 1982 THROUGH FY 1987
(In Thousands)

Fiscal Year	Statewide and Regional Programs	West Virginia Residents at Garrett	FTE Based Aid	Total State Aid
1982	$ 75	$59	$51,754	$51,888
1983	175	59	52,789	53,023
1984	200	59	53,845	54,104
1985	225	59	54,922	55,206
1986	250	59	56,021	56,330
1987	275	59	57,141	57,475

Fiscal Year	State Aid	General Administration	Optional Retirement	Federal Funds	TOTAL
1982	$51,888	$353	$ 486	$ 100	$ 52,827
1983	53,023	424	650	100	54,197
1984	54,104	466	748	100	55,418
1985	55,206	513	860	100	56,679
1986	56,330	564	989	100	57,983
1987	57,475	620	1,137	100	59,332

FTE = Full-time equivalent

II. INTRODUCTION

The first Statewide Master Plan for Community Colleges in Maryland was published in October 1973. Since then six Plans have been published. A new statement of mission, goals, strengths, and problems appeared in the 1979-1984 Plan. Each year the State Board for Community Colleges staff visit each college campus to review progress and discuss issues and planning strategies with faculty, students, and administrators.

The general purpose of this Plan is to build a proposed course of action for Maryland community colleges. The Plan communicates the intentions of the State Board for Community Colleges and provides a guide for coherent decision making. The specific objectives of the Plan are:

- To identify systemwide goals and objectives and to develop an evaluation system to measure progress toward those ends;
- To project enrollments as the basis for program, budget, and facilities planning;
- To identify the projected programs for each community college during the period FY 1982-FY 1987;
- To project annual operating costs at each community college for the period FY 1982-FY 1987;
- To identify the projected new facilities on an annual basis at each community college for the period FY 1982-FY 1987;
- To satisfy the requirements of the Executive Planning Process;
- To determine the capital fund requirements necessary to implement the community college facilities projections for the period FY 1982-FY 1987;
- To formulate policies which will assure the continued financial, social, academic, and geographic accessibility of Maryland community colleges within the limits of available resources;
- To clarify the roles of the local college governing boards, the local governments, the State Board for Community Colleges, and the State Board for Higher Education;
- To recommend legislation necessary to implement new policy directions;
- To serve as a policy and statistical reference.

COORDINATION OF HIGHER EDUCATION STATEWIDE

In 1976, the General Assembly enacted legislation creating a State Board for Higher Education. The law reconstituted the Maryland Council for Higher Education as the State Board for Higher Education. Major additions to the Board's responsibilities include the authority to approve new programs, review institutional operating budgets, and establish guidelines for tuition and institutional salaries. The State Board for Higher Education is also responsible for State accreditation of postsecondary education, a function formerly performed by the State Department of Education.

The Board consists of eleven lay members with none representing any institutions under the Board's jurisdiction. A segmental advisory committee advises the State Board for Higher Education. The committee consists of two representatives from the community colleges, two from the State colleges and universities, two from the independent colleges and universities, and one from the University of Maryland, one from Morgan State University, and one representing proprietary institutions. All members of the Board and the segmental advisory committee are appointed by the Governor and confirmed by the Senate.

The statutory responsibilities of the State Board for Higher Education, as stated in the Education Article of the Annotated Code of Maryland, include the following:

- To coordinate the overall growth and development of postsecondary education in this State;
- To the extent practicable, consult with each agency and institution that is affected directly by its actions and recommendations before taking final action on them;
- To constitute the State postsecondary education commission under Title XII of the Higher Education Act of 1965, as amended from time to time;
- To administer State funds for private higher education institutions; and assure that the purposes for which the funds were appropriated are met;
- To develop, implement, and administer plans and programs for interstate and regional cooperation. including reciprocity agreements on matters that affect higher education;
- To secure, compile, and evaluate information on any matter within its authority, on the forms it requires, from any person, agency, or institution subject to its jurisdiction;
- To perform any other duty delegated to it in accordance with law;
- To review operating budget requests and develop and present to the Governor a consolidated operating budget for higher education;

- To review and make recommendations, but not reduce, increase, or modify the operating budget requests, of the responsible institutions and agencies;

- To review proposals for capital projects and improvements desired by the public institutions of higher education, seek State funds for such projects and improvements, and make recommendations with respect to them to the Governor and General Assembly;

- To review and approve, before implementation, each proposal for any new program, and any substantial expansion, curtailment, or discontinuance of any existing program;

- To review and make recommendations on the continuation, modification, or duplication of existing programs;

- To establish general guidelines for tuition and fees for consideration by the governing boards of the institutions;

- To establish and implement procedures for transfer of students and faculty between institutions, cooperative programs among the public institutions to assure appropriate flexibility in the higher education system, and standards for the reciprocal acceptance of credits;

- To establish general guidelines for faculty and administrative salaries for consideration by the governing boards of the institutions;

- To study and recommend ways to improve and coordinate student financial assistance programs and State and federal programs of support for higher education;

- To review annually the long- and short-term plans, goals, and objectives of each institution for consistency with the objectives and priorities of the board;

- To recommend but not change the status of a community college, State college, or university;

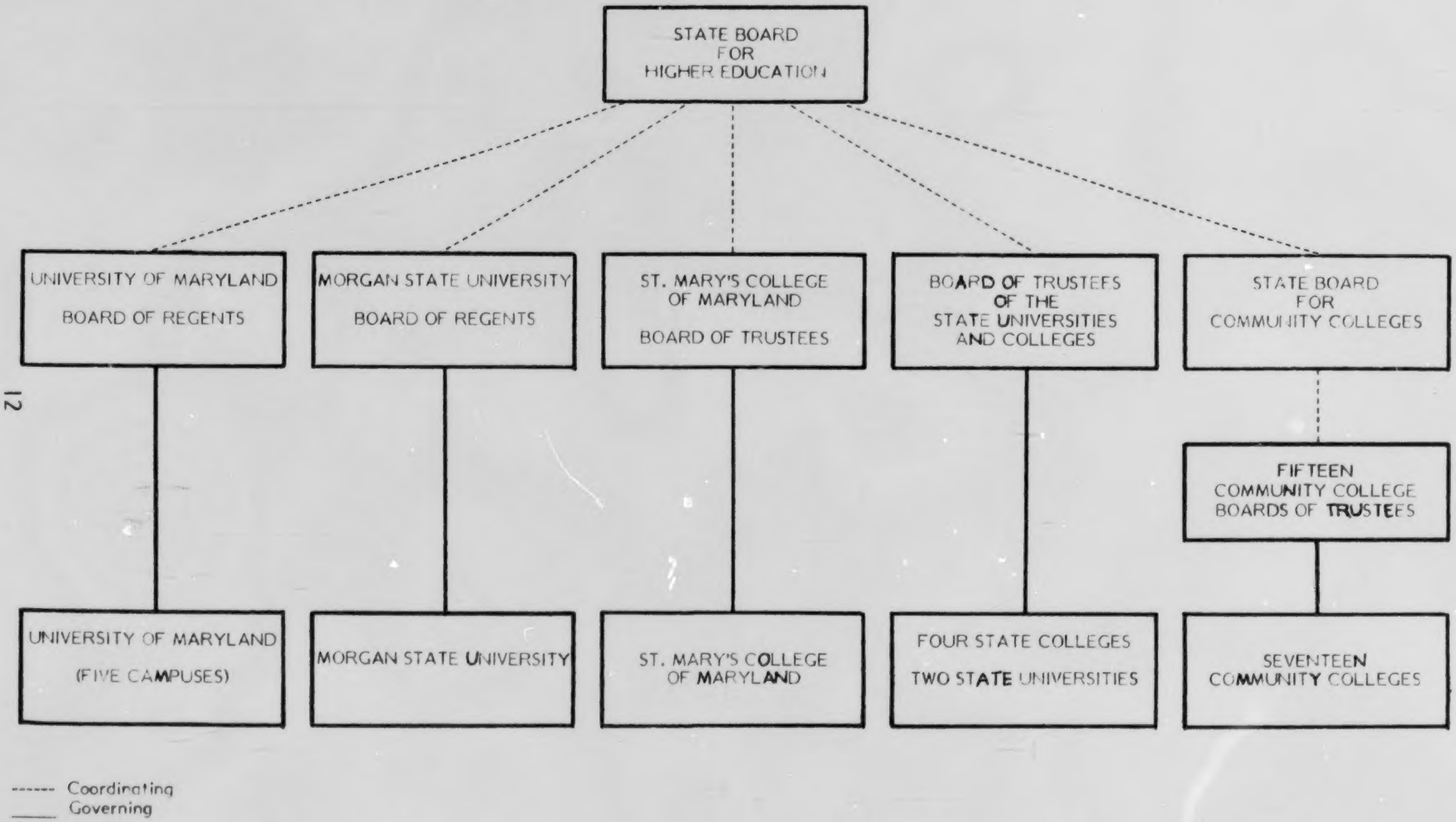
- To establish minimum requirements for issuing certificates, diplomas, and degrees by public and private institutions of postsecondary education in this State.

The State Board for Higher Education has also been designated as the agency required by Section 1202 of the Education Amendments of 1972 (PL 92-318) and for implementation of Title X of that Act.

Chart I illustrates the coordinating function of the State Board for Higher Education. While the chart is limited to public higher education, it should be noted that the Board's coordination function also includes private institutions. Proprietary institutions are also represented on the Board's response to the Federal 1202 Commission requirements.

Chart I

MARYLAND PUBLIC HIGHER EDUCATION ORGANIZATIONAL CHART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ST. MARY'S COLLEGE OF MARYLAND BOARD OF TRUSTEES
BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES
STATE BOARD FOR COMMUNITY COLLEGES
FIFTEEN COMMUNITY COLLEGE BOARDS OF TRUSTEES
UNIVERSITY OF MARYLAND (FIVE CAMPUSES)
MORGAN STATE UNIVERSITY
ST. MARY'S COLLEGE OF MARYLAND
FOUR STATE COLLEGES
TWO STATE UNIVERSITIES
SEVENTEEN COMMUNITY COLLEGES
------ Coordinating
_____ Governing

STATE COORDINATION OF COMMUNITY COLLEGES

The State Board for Community Colleges was established by the General Assembly in 1969. The Board is comprised of eight Maryland citizens, seven of whom are appointed by the Governor with the advice and consent of the Senate, for staggered six-year terms of office. In 1973, the General Assembly passed legislation to include a community college student as the eighth member for a one-year term of office, the student to be nominated by the community college presidents and appointed by the Governor with the advice and consent of the Senate.

Title 16 of the Education Article of the Annotated Code of Maryland establishes and provides for the operation of the State's community college system. This statute assigns to the State Board for Community Colleges the following powers and duties:

- To establish general policies for the operation of the State's community colleges;
- To establish and maintain a system of information and accounting for community college activities;
- To provide grants-in-aid for the planning of new community colleges and new programs in existing community colleges;
- To administer the program of State support for the community colleges;
- To assist the State Board for Higher Education in performing its duties as they relate to the community colleges;
- To assist and represent the community colleges in seeking and administering federal money available to them;
- To administer the general public junior or community college and regional community college construction program in accordance with procedures adopted by the Board of Public Works;
- To recommend, review, and advise on any proposal for the establishment of a new college;
- To recommend, review, and advise on curriculum proposals for each new community college and on any proposed major addition to or modification of programs in any existing community college;
- To coordinate relationships among the community colleges to (1) assure the widest possible educational opportunities for students in this State; (2) facilitate the transfer of students between the community colleges and the University of Maryland, the State universities and colleges, and other institutions of higher education; and (3) assure the most efficient use of State money;

- To coordinate relationships between the community colleges, the State and county public school systems, and the private high schools to (1) facilitate cooperation among them in the guidance and admission of students to the community colleges and (2) arrange for the most advantageous use of facilities;

- To study the problems of community college education;

- To assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities;

- To report annually to the General Assembly on its activities and the activities of the community colleges.

LOCAL CONTROL OF COMMUNITY COLLEGES

Commitment of the principle of local control of Maryland community colleges is historically strong. Prior to 1961, boards of education operated the community colleges on the general authority of local boards. In 1961, the General Assembly authorized the state superintendent of schools to formally approve the establishment of community colleges by local boards of education and to permit these boards to be constituted as boards of trustees of their respective community colleges. Legislation in 1965 authorized the establishment of regional community colleges controlled by boards of trustees drawn from boards of education sponsoring the colleges. In 1968, the General Assembly provided for the optional establishment of separate boards of trustees for those boards of education electing to follow this course of action. At the present time all community colleges are operating under separate boards of trustees. Authority to establish new community colleges is vested in the State Board for Higher Education acting upon the recommendation of the State Board for Community Colleges.

Within the framework of Title 16 of the Education Article of the Annotated Code of Maryland, local boards of trustees are governing bodies with the authority:

- To establish community colleges, upon the recommendation of the State Board for Community Colleges and subject to approval of the State Board for Higher Education;

- To maintain and exercise general control over the community colleges, keep separate records and minutes, and adopt reasonable rules, regulations or bylaws to effectuate and carry out this responsibility;

- To sue and be sued;

- To appoint a president of the community college and fix the salaries and tenure of the president, faculty, and other employees;

- To purchase, lease, condemn, or otherwise acquire any property deemed necessary by the board of trustees for the operation of the community college;

- To sell, lease, or otherwise dispose of community college assets or property;

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- To permit the county board of education to use the lands, buildings, or other facilities of the community college with the approval of the State Board for Community Colleges;
- To use any land, buildings, assets, or other facilities of the county board of education with the approval of the county board of education;
- To determine entrance requirements and approve curricula, subject to minimum standards set by the State Board for Community Colleges;
- To charge students reasonable tuition and fees set by it with a view to making college education available to all qualified individuals at low cost;
- To establish the college operating and capital budgets subject to approval of the local political subdivisions.

DESCRIPTION OF THE STATE BOARD FOR COMMUNITY COLLEGES

In a broad context, the role of the State Board for Community Colleges includes planning, coordination, service, and leadership for both the community colleges and the State of Maryland.

The planning function of the Board includes such activities as the development of a State Plan for Community Colleges in Maryland and reviewing and recommending new community college programs and facilities.

The coordination function involves working with other organizations and State agencies, such as the Board of Public Works, the State Board for Higher Education, the Department of State Planning, and the Department of General Services. In addition, the State Board for Community Colleges is assuming a more active role in coordinating planning and program articulation with both the public schools and the State colleges and universities.

The service function implies a response to daily needs--the supplying of statistical data, facilities planning, program development, and the sponsoring of workshops to assist community colleges in solving problems as they occur.

Leadership is exercised by the State Board for Community Colleges in all three of the broad functions described. Beyond this, leadership is provided by identifying needs throughout the State which community colleges can meet, pointing out directions for further development, making recommendations to the General Assembly and other appropriate agencies, and bringing nationwide experience to focus on State problems. As the responsible agency for coordinating the orderly growth and development of the Maryland community colleges, the Board recognizes that coordination is most effectively accomplished through leadership rather than through an extension of existing mandatory controls.

STATE BOARD FOR COMMUNITY COLLEGES STAFF FUNCTIONS

The State Board for Community Colleges is served by a professional staff of seven--an Executive Director, Associate Executive Director, Director of Finance, Director of Planning and Research, Director of Continuing Education and Developmental Studies, Director of Instructional Programs, and a Director of Facilities. Five support staff persons assist the professional staff.

The Executive Director is appointed by the State Board for Community Colleges and is responsible to that body for the activities and performance of the staff. The Executive Director recommends policies and actions to the Board; serves as liaison between the Board, the individual colleges, and other educational agencies; and works directly with the Executive and Legislative branches of government on matters relating to community college education. The Executive Director also represents the State Board for Community Colleges on State-level commissions, conferences, and committees.

The Executive Director meets monthly with the Maryland Council of Community College Presidents. Their concerns are related to broad policy issues, such as proposed legislation, the adoption or modification of policies by the State Board for Community Colleges, consideration of new institutions, and the preparation of updated State plans for community colleges.

The Associate Executive Director serves as administrative head of the agency in the absence of the Executive Director and represents the staff on State-level committees and bodies as designated by the Executive Director. The Associate Executive Director coordinates legislative services for the community college segment of higher education and is responsible for staff liaison with State agencies and other institutional segments. He is responsible for agency publications, works with the Deans of Students, and is the officer for affirmative action/fair practices and forms management for the agency and segment.

The Director of Finance provides staff liaison between the Board, the business officers on each campus, the State Legislative Auditor, the State Department of Budget and Fiscal Planning, other agencies of State government, local government, finance officers, and independent certified public accountants. The Director of Finance assesses the fiscal impact of proposed community college legislation, prepares the annual Board budget, assists in the development of the annual State Plan, and revises the State Board for Community Colleges Financial Guidelines and Procedures Manual. The Director of Finance receives and reviews the budgets, the audit reports, and the management letters from the community colleges; analyzes these documents; and annually issues a summary report based on this information. He monitors the implementation of recommendations made by certified public accountants in audit reports and related management letters. All enrollment data related to State aid payments is received and processed by the Director of Finance; and he is responsible for administering the State's Aid to Community Colleges program.

The Director of Planning and Research is responsible for coordinating the State Plan for Community Colleges, conducting research (including the Statewide student follow-up study), developing and implementing a comprehensive management information system, and coordinating reports with other State agencies and the federal government. He works with the Maryland Community College Research Group and the Data Processing Directors.

The Director of Continuing Education and Developmental Studies is responsible for administering the continuing education program. The Director of Continuing Education and Developmental Studies works with each community college Continuing Education Division in the development and review of the noncredit courses for which State assistance may be requested. This staff member works closely with the State Board for Community Colleges Continuing Education Advisory Committee in the review of policies and guidelines relating to continuing education and developmental studies. The Director of Continuing Education and Developmental Studies also assists and advises the Deans of Continuing Education in the coordination of Title I and the Division of Vocational-Technical Education funds.

The Director of Instructional Programs is responsible for analyzing letters of intent and instructional program proposals and for preparing staff recommendations to the Board. He coordinates the State Board for Community Colleges program evaluation process, including the Program Data Monitoring System and the annual Program Evaluation Report. The Director of Instructional Programs meets regularly with the Academic Deans and the Occupational Deans and also serves as liaison to the State Department of Education, Division of Vocational-Technical Education. He is a member of the Maryland Annual Program Plan and Accountability Report Council for Vocational Education

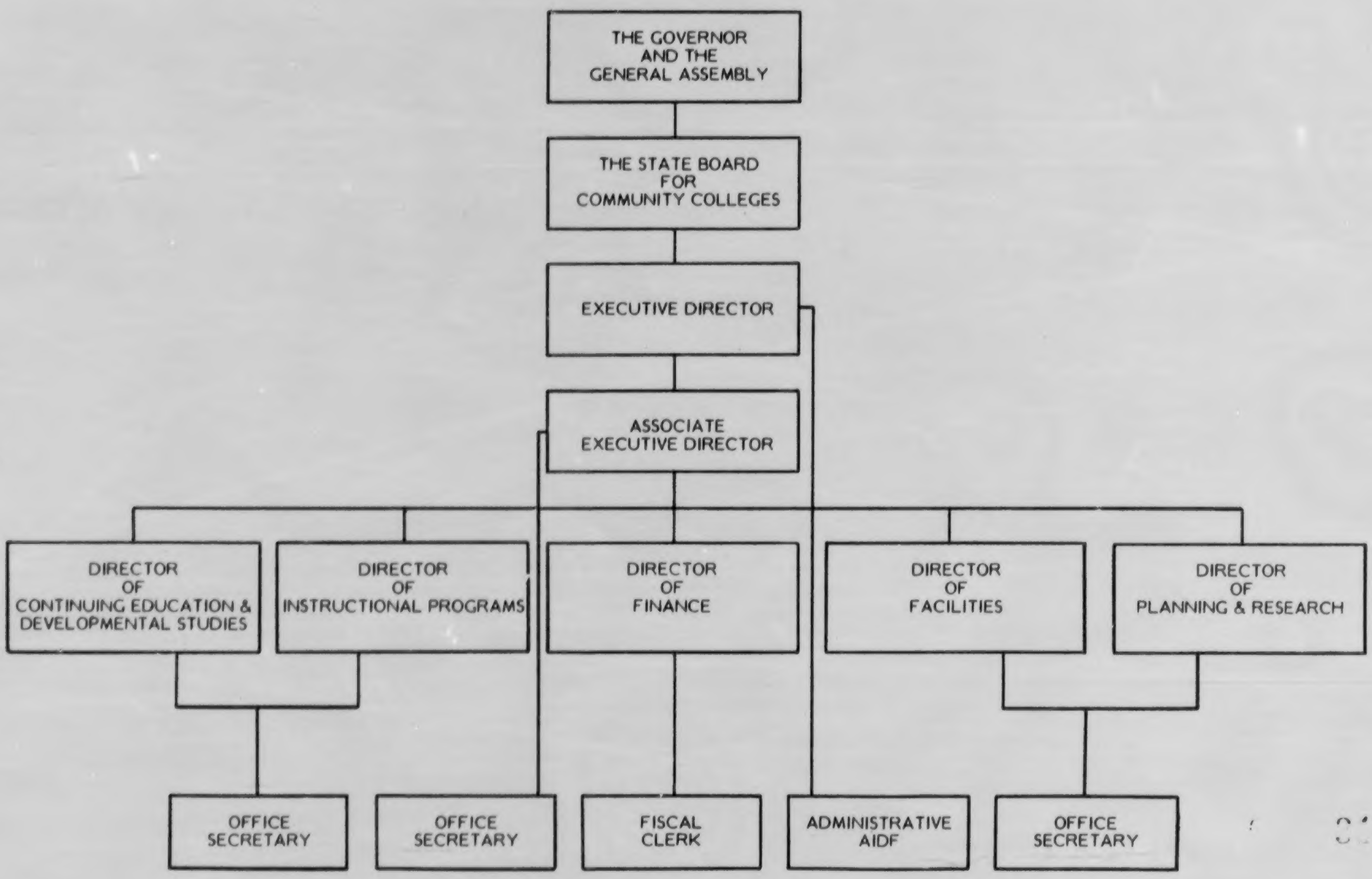
The Director of Facilities is responsible for directing and coordinating the facilities planning function of the State Board for Community Colleges and of the seventeen Maryland community colleges. He provides staff liaison between the Board, the facilities planners on each campus, the State Board for Higher Education, the Departments of State Planning and General Services, and the Board of Public Works. The Director of Facilities makes enrollment projections for facilities planning, interprets the construction guidelines, approves all requests for capital expenditures, develops the community college capital construction priority lists, and develops the agency's capital construction bond bill proposals. He reviews all construction project proposals, schematics, design development documents, and construction documents.

All professional staff members are evaluated annually by the Executive Director. Evaluation is based upon the stated requirements of the positions, cooperation, and effectiveness with other staff members, evidence of professional growth, and a willingness to assume additional responsibility. Written evaluation reports are submitted to the Board membership. Support staff members are evaluated annually in compliance with the requirements of the Department of Personnel.

Chart 2 illustrates the internal organizational structure of the State Board for Community Colleges. As noted above, each of the staff positions provides liaison and service with corresponding offices and functions at the community college level.

Chart 2

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES ORGANIZATIONAL CHART


THE GOVERNOR AND THE GENERAL ASSEMBLY
THE STATE BOARD FOR COMMUNITY COLLEGES
EXECUTIVE DIRECTOR
ASSOCIATE EXECUTIVE DIRECTOR
DIRECTOR OF CONTINUING EDUCATION & DEVELOPMENTAL STUDIES
DIRECTOR OF INSTRUCTIONAL PROGRAMS
DIRECTOR OF FINANCE
DIRECTOR OF FACILITIES
DIRECTOR OF PLANNING & RESEARCH
OFFICE SECRETARY
OFFICE SECRETARY
FISCAL CLERK
ADMINISTRATIVE AIDE
OFFICE SECRETARY

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III. CONDITIONS, TRENDS, AND PROJECTIONS

General conditions, trends, and projections for community colleges in the areas of enrollment, instructional programs, finance, and facilities for the period FY 1982 through FY 1987 are contained in this chapter. As part of the planning process, important strengths and problems of the community college system are identified. It is assumed that the strengths must be supported and the problems must be dealt with forthrightly in order to maintain a quality community college system. Specific recommendations for supporting each strength and dealing with each problem are in Chapter VII, Implementation Strategies.

STRENGTHS OF THE COMMUNITY COLLEGE SYSTEM

STUDENT GOAL ACHIEVEMENT

Community colleges are helping students to reach their educational goals. A student follow-up study of 1978 graduates showed that 78 percent were employed when they had a career goal, that 74 percent transferred when they had a transfer goal, and that 85 percent achieved their educational goal.[1] Nearly 90 percent of the respondents said they would recommend their community college to a friend. Student goal achievement is an important strength because it demonstrates success in reaching the first four goals of the community colleges.

COMPETENCE OF FACULTY

A Statewide follow-up study[2] of all students entering a community college in 1971 asked former students to rate their satisfaction with 17 aspects of college life; the highest ratings were given to "overall quality of instruction." At one community college, graduates were asked, "What one thing was most helpful to you in completing your program?" Faculty was mentioned far more often than any other factor. A study by the former Maryland Council for Higher Education showed that faculty members devote many hours beyond their regular teaching assignments advising students and developing courses.[3] A recent Statewide follow-up study reconfirms students' high esteem of faculty and program quality at the community colleges.[4] Both graduates and those who had not completed a degree reported that they were satisfied with their program (94 percent). A competent faculty is an important strength because goals 1 through 4 depend on excellent teaching.

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[1] Student Follow-Up of Entrants and Graduates, Maryland State Board for Community Colleges, 1980.

[2] Student Follow-Up Study: First-Time Students Fall 1971, Maryland State Board for Community Colleges, 1975.

[3] Faculty Activity Survey, Maryland Council for Higher Education, 1975.

[4] Student Follow-Up Study: First-Time Students Fall 1976, Maryland State Board for Community Colleges, 1981.

LOCAL SUPPORT

Local government officials and citizens value their community colleges and support them with their efforts and their funds. Hundreds of persons serve without pay on governing boards, advisory groups, and committees. Most counties provide more than the percentage of operating expenses required by law. Since 1961, the sponsoring political subdivisions have paid for about half of the cost of capital construction expenses--over $93 million. In addition, men and women have supported community colleges through their attendance. The proportion of Maryland's students choosing a community college has grown so that now about two-thirds of all freshmen and sophomores in Maryland's public colleges are enrolled in community colleges. Local support is important because none of the community college goals could be achieved without it.

GEOGRAPHIC ACCESS

Educational opportunities are offered at convenient locations. Twenty-three of the 24 political subdivisions in Maryland are served by a community college. Nearly 99.5 percent of the State's population live in these counties and Baltimore City. Reaching beyond their campuses, community colleges offer credit courses at satellite locations. Off-campus facilities include schools, churches, factories, and government buildings. Geographic access has been an important objective in support of the community college goal of equal access.

QUALITY FACILITIES

Community colleges promote learning with excellent physical facilities. Since 1970, the net assignable space has increased 89 percent. In 1980, physical plant assets were estimated to be over $276 million. Not only are community college facilities extensive, they are modern. Many entire campuses have been built in the last ten years--the Harbor Campus at the Community College of Baltimore opened in Fall 1976 and the Germantown Campus at Montgomery Community College opened in Fall 1978. Quality facilities are important because goals 1 through 4 depend on excellent facilities.

DIVERSE AND RESPONSIVE PROGRAMS

There is wide variety in community college programs which are designed to meet the needs of local citizens. In addition to the transfer programs offered at all community colleges, 124 different career programs are available. Largely because of their local control, community colleges have been able to react to the needs of local citizens, from Wildlife Management in Western Maryland to Bay Resources on the Eastern Shore. With a growing number of older, employed students, community colleges have expanded class schedules to evenings and weekends. Community colleges also offer continuing education courses that provide a wide range of subjects for part-time and returning students. Diverse and responsive programs are important because the community college mission includes a commitment to local needs.

PROBLEMS OF THE COMMUNITY COLLEGE SYSTEM

FINANCIAL SQUEEZE

Inadequate funding is the number one problem in the Maryland community college system. Pressures for increased expenses result from higher costs for energy, low employee turnover (moving more persons to higher ranks), a demand for higher wages, and the labor-intensive nature of colleges with about 80 percent of expenses going for compensation. Factors that inhibit increases in income include a decline in the number of high school graduates; slower overall population growth in Maryland; and desire among some citizens to support other services, such as fire, police, and sanitation.

With State aid tied to a formula and local governments pressed for funds, most colleges have been increasing the only major remaining revenue source: tuition. However, this is only a short-range solution since continued increases could work against the State's commitment to equal access. There is a need to assess the nature of the financial squeeze in time to prevent precipitous choices and to minimize effects of the squeeze on students, faculty, program quality, and staff.

DECLINE OF LIBERAL ARTS

There has been a growing trend to view education only in terms of its immediate and measurable results. Some of the results of education are subtle and cannot be assessed through grades, income, or degrees.

The view that all education must have tangible and instant results runs counter to much traditional wisdom. Education has roots in helping persons to find meaning in their lives, in uplifting and ennobling the human spirit, and in searching for truth. Such an argument should not be confused with "learning for learning's sake." An education with stress on values and ideas gives course and direction to the decisions of daily life. A vision of education which is merely oriented to that which can be seen and measured today robs people of a service that only education can offer.

Liberal arts education must be blended with technical education so that people will find not merely jobs but meaningful work. Data processing graduates must be able to do more than write a computer program; nursing graduates must be able to do more than take a pulse. Each must know how to act with wisdom and responsibility in the society. The programmer may face issues of personal privacy, and the nurse may face issues of medical ethics. If education is to contribute to improving the quality of life, education must always be more than outcomes that are immediately measurable.

INCREASED REPORTING AND REGULATION

There seems to be a slow but steady strangulation of education by rules, forms, and paperwork. Such increasing control not only diverts time from the direct conduct of education, but it saps the morale and stifles the initiative of persons responsible for teaching and administering at the college level. Strapped by rules and forms, there is a clear danger that the education establishment will sink of its own weight.

ENROLLMENT

During the 1970s community college enrollment increased 115 percent, compared with a 1001 percent increase in the 1960s. Community college growth was the largest rate of growth in Maryland higher education institutions. As shown in Table 1, credit enrollment in Fall 1980 was 93,027. Important changes occurred during the '70s in the composition of the student body. There was a dramatic increase in the proportion of female students and the proportion of students attending part-time. Corresponding with the increase in part-time enrollment, the average student credit load dropped appreciably. Considerable increases were experienced in attendance by students age 30 and older. Full-time equivalent enrollment in noncredit courses increased during the 1970s. The outlook for the 1980s is for all these trends to continue. One clear change, however, will be a sharp drop in the number of high school seniors. Because of this unprecedented decline, it is important to survey the factors that influence enrollment.

Table 1

OPENING FALL CREDIT ENROLLMENT 1960-1980
MARYLAND COMMUNITY COLLEGES

Year	Full-time	Percent Increase (Decrease)	Part-time	Percent Increase (Decrease)	TOTAL	Percent Increase (Decrease)
1960	2,361	11.7%	2,243	.8%	4,604	5.5%
1961	3,436	45.5	3,140	39.9	6,576	42.8
1962	3,965	15.4	3,926	25.0	7,891	20.0
1963	4,596	15.9	4,441	13.1	9,037	14.5
1964	6,185	34.5	4,779	7.6	10,964	21.3
1965	9,788	58.2	5,819	21.7	15,607	42.3
1966	10,244	4.6	6,595	11.9	16,839	7.8
1967	11,951	16.6	8,323	26.2	20,274	20.4
1968	14,736	23.3	11,401	36.9	26,137	28.9
1969	19,103	29.6	15,995	40.2	35,098	39.2
1970	21,633	13.2	20,778	29.9	42,411	20.8
1971	23,163	7.1	24,508	17.9	47,671	12.4
1972	23,301	.6	28,963	18.2	52,264	9.6
1973	24,070	3.3	34,646	19.6	58,716	12.4
1974	24,235	.7	40,444	16.7	64,679	10.2
1975	28,177	16.3	48,063	18.8	76,240	17.9
1976	28,924	2.7	51,031	6.2	79,955	4.9
1977	29,278	1.2	55,609	9.0	84,887	6.2
1978	27,748	(5.2)	58,328	4.9	86,076	1.4
1979	28,106	1.3	60,246	3.3	88,352	2.6
1980	28,978	3.1	64,049	6.3	93,027	5.3

FACTORS THAT AFFECT ENROLLMENT

In addition to population, there are three basic factors that influence college enrollment: college attendance rate, market share, and retention rate. The college attendance rate is defined as the proportion of adults in the population that are enrolled in any college. The adult population can be divided into the traditional college age group (18 to 22 years old) and persons 23 years of age and older. The State Board for Higher Education estimates that the number of high school graduates will decline 15 percent between 1982 and 1986. Research has indicated that the college attendance rate among high school seniors is fairly stable and the overall affect of a decline in the number of high school seniors will be a corresponding decline in enrollment. The stability in the college attendance rate by students in the traditional age group suggests that it will be difficult to create a dramatic increase in enrollment through increased recruiting of high school students.

It will be difficult to create large increases in enrollment resulting from military manpower needs, changes in federal grants and loan policies, and the impact of changes in the economy and unemployment rates. The college attendance rate among adults above age 23 has been increasing in recent years. It is difficult to predict the potential for enrollment from this source, but enrollment will certainly be a function of educational needs and the attractiveness of the programs offered.

The market share is defined as the proportion of all college students that are attending a particular college or segment. In Fall 1980, 45 percent of all new freshmen attending full-time in Maryland were going to a community college. Among all undergraduates, the community college market share was 48 percent. Among part-time undergraduate students, the community college share was 67 percent. There are considerable differences in market share among the community colleges in Maryland, with some of the smallest shares located in the Baltimore metropolitan area. It is clear that the community colleges are in the strongest market position in relation to part-time students and would do well to maintain excellent service to this group.

The student retention rate is broadly defined as the extent to which students stay at the college and continue their studies. According to student follow-up studies, the average Maryland community college student completes about 31 credits within three and one-half years after entry. Student follow-up studies have also documented that many students attend college for courses of interest and not to complete a certificate or degree. For example, a student's specific educational goal may be to take three courses in accounting. Once this goal is achieved, the student may feel little desire to take further courses. When nongraduates are asked their reasons for leaving the college, the most frequent answer is that they achieved their educational goal. Other typical responses are transfer or personal reasons. Only a small percentage of students indicate that they left the college because of problems caused by the college. The ability of the college to significantly increase this rate is thus reduced.

ENROLLMENT OUTLOOK

Estimating enrollment, when long-term trends are reversing, is difficult. However, several points can be made: For community colleges the impact of declines expected in high school students between 1982 and 1986 and between 1988 and 1995 will be softened somewhat by the continued increase of part-time enrollment by older students. The costs of education in other segments, the effect of the economy, and developments in federal student loan and grant programs will all impact on the number of full-time equivalent students at Maryland community colleges during the next five years. Another factor is the Carnegie Commission estimate that 30 percent of the eligible males will be needed in the military in 1990 in order to maintain necessary military strength.

These factors have been considered in enrollment projections shown in Figure I and in the headcount and full-time day equivalent projections given in Appendix B. Full-time equivalent projections are given in Table 3. An increase in enrollment for the next several years is projected despite the predicted decrease in number of high school graduates.

PROGRAMS OF INSTRUCTION

Originally the purpose of Maryland community colleges, as in other states, was to provide the first two years of a baccalaureate program. Over the years, however, these institutions have become more comprehensive in the scope of their offerings. The Annotated Code of Maryland identifies occupational education as one of the major community college responsibilities. Occupational programs, however, were not widely available until about 1970. Continuing education, along with community and public services, represents the third major component of Maryland's comprehensive community colleges.

INSTRUCTIONAL PROGRAM DEFINITION

The State Board for Higher Education defines a program as "a series of courses and/or other supervised educational activities leading to a formal award." Within this context, Maryland community colleges offer two types of programs--transfer and occupational.

Transfer Programs

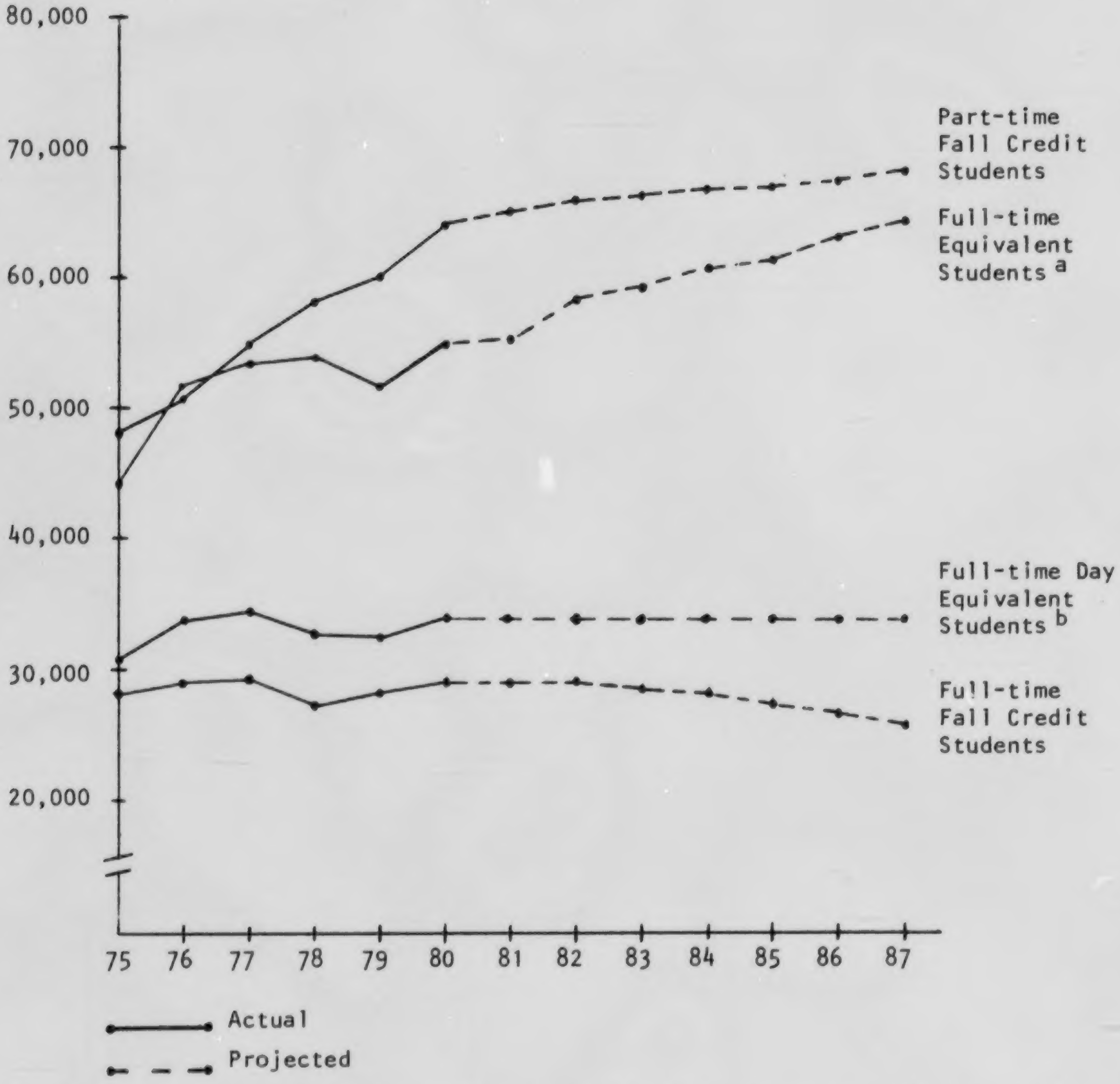
Transfer programs are those curricula designed to prepare students for admission to a baccalaureate institution. In Maryland these programs parallel the first two years of undergraduate study at the four-year colleges and are primarily in the liberal arts and sciences, business, engineering, and education areas. Articulation agreements with the four-year colleges and universities are designed to insure adequate preparation and to facilitate the transfer. About one-third of community college students transfer to four-year institutions.

Occuptional Programs

Occupational programs are designed primarily to prepare individuals for immediate job entry or to upgrade the skills of those already employed. They are intended to meet manpower requirements at two levels:

Figure 1

ENROLLMENT HISTORY AND PROJECTIONS
MARYLAND COMMUNITY COLLEGES
FALL 1975-1987



[a] For financial planning, full-time equivalent (FTE) is equal to total credit and equated credit hours divided by 30.

[b] For facilities planning, full-time equivalent (FTE) is equal to full-time plus one-third part-time. Full-time day equivalent (FTDE) is FTE enrollment between 8:00 a.m. and 5:00 p.m.

- Management trainee and technician levels in such fields as health services, business and commerce, engineering, public service, and agriculture;
- Artisan, trade and service levels within each of these fields.

Within the framework of occupational programs (technician and management), community colleges are authorized to grant associate degrees and certificates. Degree programs must include not less than 60 semester hours of credit of which at least 24 must be in the area of occupational specialization. Degree programs also require a minimum of 15 credits of general education in such fields as the humanities, social sciences, natural sciences, and mathematics. This general education component in occupational programs is typically transferable. Certificate programs must include 12 or more credits that stress the technical and/or manipulative requirements of an occupation.

CONTINUING EDUCATION, COMMUNITY AND PUBLIC SERVICE ACTIVITIES

In recent years continuing education, along with community and public service activities, has emerged as one of the most vital components of Maryland's comprehensive community colleges. Continuing education includes courses for citizens intending to upgrade an existing talent or to acquire new skills required in the labor market. Community and public service activities include workshops, seminars, and lecture series dealing with key political, social, and economic issues facing our communities. Many individuals participate in community service activities for general personal enrichment. Continuing education courses, community and service activities, available on campuses and in facilities located throughout the community, make the community college available to all citizens regardless of age, interest, or previous educational attainment.

CURRENT AND PROJECTED PROGRAMS

Increasing emphasis on occupational programs reflects changing values and attitudes among students as to the level of education required to qualify for desirable employment opportunities. As a result of this changing emphasis, Statewide enrollment in occupational programs increased from 29 percent of the total enrollment in 1969 to 42 percent in 1980. The number of occupational certificates awarded increased from 114 in the 1970-1971 academic year to 856 in the 1979-1980 academic year. Fifty-six percent of the AA degrees given in 1979-1980 were in occupational programs.

Community colleges have projected 62 new programs for Fall 1982, 58 for Fall 1983, and 75 new programs for Fall 1984-Fall 1986. These projections were supplied by the colleges and represent only the first of three steps in programs proposed to the State Board for Community Colleges. The second step is a Letter of Intent due in June; and the third step is a full proposal, due in November. During these three steps, many factors are weighed by the college and most projected programs are not implemented. For example, only twelve new programs were endorsed for Fall 1981 while the 1980 State Plan projected 68. Each proposed program is evaluated on its merits according to the criteria in the Instructional Program Manual.

REGIONAL AND STATEWIDE PROGRAMS

The State Board for Community Colleges has designated certain instructional programs at Maryland community colleges as regional or Statewide programs. In addition to providing greater opportunity to additional Maryland citizens, the implementation of regional programs allows for more effective Statewide planning for the placement of new instructional programs, particularly in high-cost specialties. Since residents of one county can now enroll in designated programs in adjoining areas with little or no financial penalty, there will be less need to have all programs available locally. This will tend to eliminate unnecessary duplication of effort.

The programs designated as regional (R) or Statewide (S) are:

Allegany Community College
- Dental Hygiene (S)
- Forest Technology (S)
- Respiratory Therapy (R)

Community College of Baltimore
- Dental Hygiene (S)
- International Trade/Harbor Management (R)
- Physical Therapy Assistant (R)
- Respiratory Therapy Technology (R)

Catonsville Community College
- Air Transportation Management (R)
- Mortuary Science (S)

Cecil Community College
- Professional Photography (R)

Dundalk Community College
- Labor Studies (R)
- Retail Floristry (R)
- Stationary Engineering Technology (R)

Garrett Community College
- Veterinary Science Technology (R)
- Wildlife Management (S)

Harford Community College
- Electrodiagnostic Technology (R)

Howard Community College
- Biomedical Engineering Technology (R)
- Interpreter Education (R)
- Vision Care Technology (R)

Montgomery Community College
- Fire Science (R)

Wor-Wic Tech Community College
- Hotel-Motel Management (R)
- Nursing, Practical (R)
- Nursing, Registered (R)

FINANCING CURRENT OPERATIONS

STATE BOARD FOR COMMUNITY COLLEGES

The Board's projected operating budget is divided into four categories: State Aid to Community Colleges (including Statewide and Regional Programs, Aid to Garrett Community College for West Virginia residents there under an inter-state agreement, and FTE Student Based Aid), General Administration, the Optional Retirement program, and Federal Funds (Table 2). The General Administration budget represents less than one percent of the total allocation of the agency.

Table 2

STATE BOARD FOR COMMUNITY COLLEGES
PROJECTED AGENCY EXPENDITURES
(STATE AID LIMITED TO STATUTORY MAXIMUM)
FY 1982 THROUGH FY 1987
(In Thousands)

Fiscal Year	Statewide and Regional Programs	West Virginia Residents at Garrett	FTE Based Aid	Total State Aid
1982	$ 75	$59	$51,754	$51,888
1983	175	59	52,789	53,023
1984	200	59	53,845	54,104
1985	225	59	54,922	55,206
1986	250	59	56,021	56,330
1987	275	59	57,141	57,475

Fiscal Year	State Aid	General Administration	Optional Retirement[1]	Federal Funds	TOTAL
1982	$51,888	$353	$ 486	$ 100	$ 52,827
1983	53,023	424	650	100	54,197
1984	54,104	466	748	100	55,418
1985	55,206	513	860	100	56,679
1986	56,330	564	989	100	57,983
1987	57,475	620	1,137	100	59,332

[1] The Optional Retirement program was provided for under Chapter 556 of the Acts of the 1975 General Assembly. Estimates are based on a State contribution rate of 5.84 percent. Projections into fiscal years beyond 1982 have been made to allow for increases in faculty salaries as well as an increase in the number of faculty members.

FTE = Full-time equivalent

CURRENT FUNDING FORMULA

The current funding formula for Maryland community colleges calls for each institution to initiate its budget and for the political subdivision to set the level of financial support within which the local college must operate. Currently the State provides 50 percent of the net operating cost up to $850 per full-time equivalent student. Current statutes require that the local political subdivision provide a minimum of 28 percent of the cost and the student is responsible for 22 percent. In those instances where the total cost exceeds $1,700 per full-time equivalent student (true in all of the community colleges), the local subdivisions and the students bear the additional cost. Legislation introduced by the Governor during the 1980 Session increased the cost base from $1,600 to $1,700 for all community colleges except Cecil, Chesapeake, Garrett, and Wor-Wic Tech. The cost base for Cecil, Chesapeake, and Garrett became $2,800 and for Wor-Wic Tech $2,373.

Legislation was enacted in 1972 and expanded in 1973 and 1975 to provide additional State Aid for a regional community college and a small community college. For these institutions the State contributes 55 percent ($1,540) of a maximum of $2,800 per full-time equivalent student. Current statute requires that the local political subdivision contribute 32 percent with the student share set at 13 percent. Wor-Wic Tech Community College (Worcester and Wicomico Counties) is currently funded on a formula basis which provides that the State contribute 55 percent ($1,305) of the first $2,373 of costs per full-time equivalent student while the counties contribute a minimum of 28 percent and the students 17 percent.

PROJECTED NET OPERATING COSTS

Table 3 shows projections based upon college estimated costs, annual enrollment changes of 2 percent, and an overall inflationary factor which approximates 8 percent annually. Distribution of full-time equivalent Maryland students among colleges after FY 1981 is only tentative: the approved Board procedure for distributing full-time equivalent students will be followed prior to each fiscal year. These projections include only net operating expenditures and project individual and systemwide community college operating costs for FY 1981 through FY 1987. Included in the costs are Summer sessions and the cost of continuing education courses. Table 4 discloses the actual systemwide cost per full-time equivalent student for FY 1975 through FY 1980, and the projected systemwide cost per full-time equivalent student for FY 1981 through FY 1987.

Table 3 does not indicate the sources from which the funds originate. Net expenditures include only dollars expended from State, local, and student sources. The estimated college expenses are determined in Table 3 by multiplying the projected full-time equivalent students by the projected current cost per full-time equivalent student. Table 5 details estimated current operating expenses by function, while Table 6 shows estimated net current operating expenses by object classification.

It should be noted that individual college enrollments may change significantly due to local conditions. Since these data are designed primarily to determine systemwide funding requirements, local political subdivisions should not approve community college budgets based solely upon these projections. Planning based upon projections in a rapidly changing environment is hazardous. To secure the greatest possible accuracy, the State Board for Community Colleges will annually revise all projections at the time of the submission of community college budgets to the Governor and the General Assembly.

Table 3

ACTUAL AND PROJECTED MARYLAND FULL-TIME EQUIVALENT STUDENTS, COST PER FULL-TIME EQUIVALENT STUDENT, AND NET CURRENT OPERATING EXPENSES MARYLAND COMMUNITY COLLEGES FY 1980 THROUGH FY 1987

	FY 1980 (Actual)			FY 1981 (Projected)		
College	FTE	Cost per FTE	Net Expenses	FTE [1]	Cost per FTE	Net Expenses
Allegany	1,592	$ 2,062	$ 3,282,704	1,555	$ 2,298	$ 3,573,390
Anne Arundel	4,694	2,052	9,632,088	4,495	2,361	10,612,695
Baltimore City	5,848	1,888	11,041,024	5,740	1,869	10,728,060
Baltimore County	13,556	2,155	29,213,180	13,456	2,389	32,146,389
Cecil	688	2,468	1,697,984	700	2,704	1,892,800
Charles	2,592	1,857	4,813,344	2,650	1,899	5,032,350
Chesapeake	877	2,829	2,509,323	900	2,896	2,606,400
Frederick	1,087	2,456	2,669,672	1,150	2,571	2,956,650
Garrett	555	2,760	1,531,800	570	2,988	1,703.160
Hagerstown	1,527	2,012	3,072,324	1,520	2,134	3,243,680
Harford	2,602	2,247	5,846,694	2,620	2,186	5,727,320
Howard	1,685	2,236	3,767,660	1,650	2,389	3,941,850
Montgomery	9,023	2,671	24,100,433	9,240	2,952	27,276,480
Prince George's	8,337	1,973	16,448,901	8,500	2,077	17,654,500
Wor-Wic Tech	437	1,961	856,957	454	2,342	1,063,268
TOTAL	55,110		$120,484,088	55,200		$130,158,992

	FY 1982 (Projected)			FY 1983 (Projected)		
College	FTE [1]	Cost per FTE	Net Expenses	FTE	Cost per FTE	Net Expenses
Allegany	1,819	$ 2,574	$ 4,682,106	1,856	$ 2,883	$ 5,350,848
Anne Arundel	4,971	2,388	11,870,748	5,071	2,553	12,946,263
Baltimore City	6,030	1,900	11,457,000	6,149	2,090	12,851,410
Baltimore County	13,991	2,489	34,823,599	14,268	2,596	37,039,728
Cecil	748	2,975	2,225,300	760	3,272	2,486,720
Charles	2,900	2,010	5,829,000	2,958	2,053	6,072,774
Chesapeake	984	2,896	2,849,664	1,006	2,896	2,913,376
Frederick	1,344	2,688	3,612,672	1,371	2,791	3,826,461
Garrett	620	2,904	1,800,480	635	2,907	1,845,945
Hagerstown	1,624	2,290	3,718,960	1,658	2,352	3,899,616
Harford	2,830	2,628	7,437,240	2,886	2,836	8,184,696
Howard	1,970	2,487	4,899,390	2,012	2,835	5,704,020
Montgomery	9,861	3,481	34,326,141	10,059	3,654	36,755,586
Prince George's	8,490	2,253	19,127,970	8,658	2,359	20,424,222
Wor-Wic Tech	518	2,500	1,295,000	527	2,675	1,409,725
TOTAL	58,700		$149,955,270	59,874		$161,711,390

College	FY 1984 (Projected) FTE	FY 1984 (Projected) Cost per FTE	FY 1984 (Projected) Net Expenses	FY 1985 (Projected) FTE	FY 1985 (Projected) Cost per FTE	FY 1985 (Projected) Net Expenses
Allegany	1,893	$ 3,229	$ 6,112,497	1,931	$ 3,617	$ 6,984.427
Anne Arundel	5,172	2,724	14,088,528	5,276	2,912	15,363,712
Baltimore City	6,272	2,300	14,425,600	6,397	2,530	16,184,410
Baltimore County	14,553	2,746	39,962,538	14,844	2,898	43,017,912
Cecil	775	3,600	2,790,000	791	3,960	3,132,360
Charles	3,017	2,096	6,323,632	3,077	2,143	6,594,011
Chesapeake	1,026	2,896	2,971,296	1,047	2,925	3,062,475
Frederick	1,398	2,898	4,051,404	1,426	3,011	4,293,686
Garrett	648	2,907	1,883,736	661	2,935	1,940,035
Hagerstown	1,691	2,470	4,176,770	1,725	2,593	4,472,925
Harford	2,942	2,954	8,690,668	3,003	3,184	9,561,552
Howard	2,052	2,920	5,991,840	2,093	3,007	6,293,651
Montgomery	10,260	3,874	39,747,240	10,465	4,101	42,916,965
Prince George's	8,831	2,470	21,812,570	9,008	2,584	23,276,672
Wor-Wic Tech	538	2,875	1,546,750	548	3,100	1,698,800
TOTAL	61,068		$174,575,069	62,292		$188,793,593

College	FY 1986 (Projected) FTE	FY 1986 (Projected) Cost per FTE	FY 1986 (Projected) Net Expenses	FY 1987 (Projected) FTE	FY 1987 (Projected) Cost per FTE	FY 1987 (Projected) Net Expenses
Allegany	1,970	$ 4,051	$ 7,980,470	2,009	$ 4,537	$ 9.114,833
Anne Arundel	5,381	3,115	16,761,815	5,489	3,331	18,283,859
Baltimore City	6,525	2,780	18,139,500	6,656	3,060	20,367,360
Baltimore County	15,141	3,066	46,422,306	15,444	3,236	49,976,784
Cecil	807	4,356	3,515,292	823	4,792	3,943,816
Charles	3,139	2,239	7,028,221	3,202	2,339	7,489,478
Chesapeake	1,068	2,954	3,154,872	1,089	2,984	3,249,576
Frederick	1,455	3,126	4,548,330	1,484	3,247	4,818,548
Garrett	674	2,936	1,978,864	687	2,940	2,019,780
Hagerstown	1,759	2,722	4,787,998	1,795	2,858	5,130,110
Harford	3,063	3,376	10,340,688	3,124	3.606	11,265,144
Howard	2,135	3,067	6.548,045	2,178	3,128	6,812,784
Montgomery	10,675	4,301	45,913,175	10,888	4,510	49,104,880
Prince George's	9,188	2,704	24,844,352	9,372	2,829	26,513,388
Wor-Wic Tech	559	3,325	1,858,675	570	3,550	2,023,500
TOTAL	63,539		$203,822,603	64,810		$220,113,840

[1] As approved by the State Board for Community Colleges January 8, 1981.

FTE = Full-time equivalent

NOTE: Local community college budget approval should not be based solely on these projections. Full-time equivalent students do not include out-of-state students.

Table 4

ACTUAL AND PROJECTED COST PER FULL-TIME EQUIVALENT STUDENT MARYLAND COMMUNITY COLLEGES FY 1974 THROUGH FY 1987

Fiscal Year	Net Cost Per FTE Student
1974	$1,648[1]
1975	1,711[1]
1976	1,665[1]
1977	1,802[1]
1978	1,903[1]
1979	2,103[1]
1980	2,195[1]
1981	2,358[2]
1982	2,555[2]
1983	2,701[2]
1984	2,859[2]
1985	3,031[2]
1986	3,208[2]
1987	3,396[2]

[1] Actual

[2] Projected

FTE = Full-time equivalent

Table 5

PROJECTED NET CURRENT OPERATING EXPENSES BY FUNCTION MARYLAND COMMUNITY COLLEGES FY 1982 THROUGH FY 1987 (In Thousands)

Function	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987
Instruction	$ 77,976	$ 84,090	$ 90,779	$ 98,173	$105,988	$114,459
Libraries	8,997	9,703	10,475	11,328	12,229	13,207
Student Affairs	11,997	12,937	13,966	15,104	16,306	17,609
Plant Operation & Maintenance	22,493	24,256	26,186	28,319	30,574	33,017
General Administration	13,496	14,554	15,712	16,991	18,344	19,810
General Institutional	14,996	16,171	17,457	18,879	20,382	22,012
TOTAL	$149,955	$161,711	$174,575	$188,794	$203,823	$220,114

Table 6

PROJECTED NET CURRENT OPERATING EXPENSES BY OBJECT
MARYLAND COMMUNITY COLLEGES
FY 1982 THROUGH FY 1987
(In Thousands)

Object	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987
Compensation (incl Benefits)	$118,465	$127,752	$137,914	$149,147	$161,020	$173,890
Contracted Services	8,997	9,703	10,475	11,327	12,229	13,207
Supplies & Materials	5,998	6,469	6,983	7,552	8,153	8,805
Communications	2,999	3,234	3,492	3,776	4,076	4,403
Conferences-Meetings	1,500	1,617	1,746	1,888	2,038	2,201
Utilities	5,998	6,468	6,983	7,552	8,153	8,804
Fixed Charges	2,999	3,234	3,491	3,776	4,077	4,402
Furniture & Equipment	2,999	3,324	3,491	3,776	4,077	4,402
TOTAL	$149,955	$161,711	$174,575	$188,794	$203,823	$220,114

FUNDING SOURCES

Table 7 shows the projected distribution of revenues using the totals in Table 3 as a base. The distribution of revenues is also based upon the current statutory formula of 50 percent State Aid, 28 percent local funds, and 22 percent student tuition. Historical precedent indicates that the statutory dollar limitation in State Aid will likely increase. Therefore, the distribution of revenues as outlined in Table 7 assumes that the State will not be restricted to the current statutory dollar limitation in its 50 percent share of net operating costs. Precedent also indicates, however, that State support will not rise as rapidly as suggested in Table 7.

Table 7

DISTRIBUTION OF PROJECTED REVENUES BY SOURCE
NOT LIMITED TO STATUTORY MAXIMUM
MARYLAND COMMUNITY COLLEGES
FY 1982 THROUGH FY 1987
(In Thousands)

Source	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987
Tuition & Fees	$ 32,990	$ 35,576	$ 38,406	$ 41,535	$ 44,841	$ 48,425
Counties/City	41,987	45,279	48,881	52,862	57,070	61,632
State	74,978	80,856	87,288	94,397	101,912	110,057
TOTAL	$149,955	$161,711	$174,575	$188,794	$203,823	$220,114

Table 8 shows projections of the total costs expected to be absorbed by the counties (and the City of Baltimore) and the students. Annual increases in State Aid, as noted in Table 8, are based upon growth in full-time equivalent enrollment with a statutory limitation of $850 maximum per full-time equivalent student. Three colleges will operate at a statutory maximum of $1,540 per full-time equivalent in State Aid, and one college will operate at $1,305 per full-time equivalent student.

Table 8 also shows how, in a period of minor increases in enrollment coupled with significant inflationary rates, the State's share of operating costs will decline dramatically if current patterns of funding are projected into the future. This decline is so significant that in FY 1982 the counties would begin to contribute more to the cost of operations than the State and in FY 1986 both the counties and students would contribute sums in excess of the State's contribution. This situation can only be avoided by significant cost reductions, or an increase in the State Aid rate, or a combination of both.

Table 8

DISTRIBUTION OF PROJECTED REVENUES BY SOURCE
LIMITED TO STATUTORY MAXIMUM
MARYLAND COMMUNITY COLLEGES
FY 1982 THROUGH FY 1987
(In Thousands)

Source	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987
Tuition & Fees	$ 41,987	$ 45,279	$ 48,881	$ 52,862	$ 57,070	$ 61,632
Counties/City	53,081	60,275	68,224	77,100	86,522	96,805
State Aid	51,888	52,923	53,979	55,056	56,155	57,275
Miscellaneous	2,999	3,234	3,491	3,776	4,076	4,402
TOTAL	$149,955	$161,711	$174,575	$188,794	$203,823	$220,114

PHYSICAL FACILITIES

Formulating educational requirements and initiating planning for new facilities are responsibilities of the community college boards of trustees based upon policies established by the State Board for Community Colleges. The State Board for Community Colleges, by authority of Maryland law and pursuant to the State guidelines for community college facilities planning, has the authority to review all plans for new facilities. The Board solicits the comments of the State Board for Higher Education, the Department of State Planning, and the Department of General Services. After project proposals are reviewed by the Board staff, recommendations on the advisability of capital projects are made to the State Board of Public Works, which has the final authority for all State funded capital projects. The State Board for Community Colleges is also charged with the responsibility to develop, within its Plan for Community Colleges, detailed physical facilities requirements and projections of capital funds necessary to finance them.

PRESENT AND PROJECTED FACILITIES REQUIREMENTS

Table 9 includes an inventory of present and projected net assignable square feet for Maryland community colleges through FY 1986. Projected facilities requirements are based upon revised facilities and space guidelines adopted by the Board of Public Works in November 1974. Facilities requirements also reflect projected full-time day equivalent enrollments at each institution through FY 1986.

PROJECTED CAMPUSES

To avoid excessively large student populations on a single campus and at the same time to insure greater geographic accessibility, it may be necessary to construct additional campuses. Map I indicates present colleges, branch campuses, and a planned campus. On the basis of projected space requirements, the State Board for Community Colleges has approved the establishment of one additional campus in Prince George's County in the Clinton area. Prince George's Community College is currently reassessing its plans for this campus and will not initiate further development during this fiscal year.

Any consideration of new campuses or new colleges in Maryland must be justified on the basis of population projections and space requirements in the immediate service area only. Formal action by the State Board for Community Colleges for the establishment of additional campuses or new colleges in Maryland will be based upon college presentation of a county or service area master plan, programs to be offered, site location, and specific campus enrollment projections.

POLITICAL SUBDIVISIONS WITHOUT A COMMUNITY COLLEGE

In Fall 1980, 23 of the 24 political subdivisions in Maryland were served by a community college. Over 99.5 percent of the State's population live in these counties and Baltimore City. Map I indicates that four counties do not have their own community college: Carroll, Calvert, St. Mary's, and Somerset. Carroll County is served by a branch campus of Catonsville Community College. Charles County Community College opened a branch campus in St. Mary's County in Fall 1978 and in Calvert County in Fall 1980. Somerset County remains the only political subdivision of the State in which community college services are not available locally.

National guidelines for the establishment of new community colleges vary in their estimate of the full-time equivalent enrollment necessary to insure the viability of an institution. Based on Maryland's experience over the past twenty-five years, the community college facilities guidelines state that a projected full-time equivalent enrollment of 700 within five years be recognized as the minimum enrollment guideline for the establishment of a new community college. Local political subdivisions must initiate and forward to the State Board for Community Colleges any request for the introduction of new community colleges or new campuses of existing institutions.

Table 9

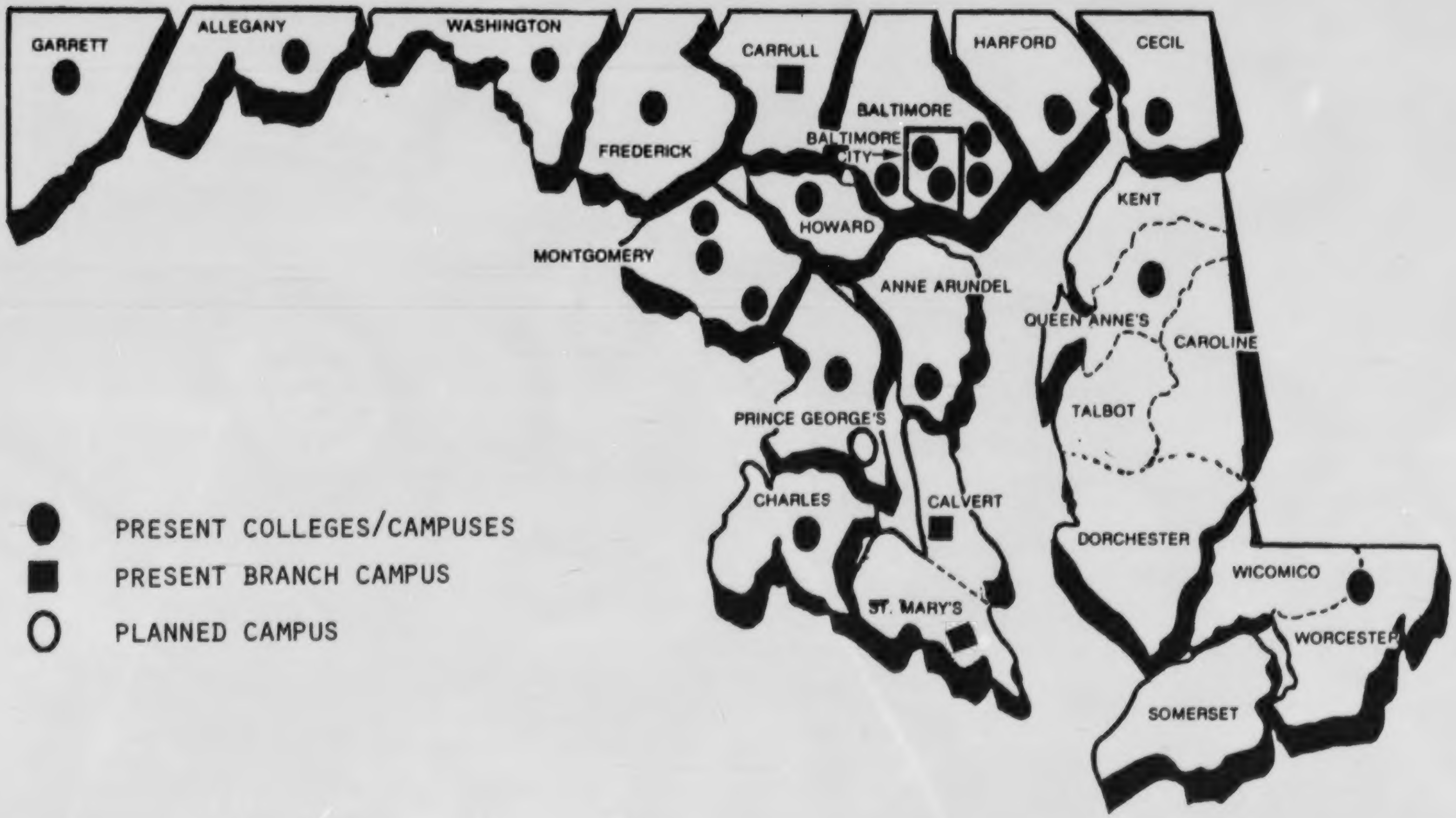
INVENTORY OF EXISTING AND PROJECTED NET ASSIGNABLE SQUARE FEET MARYLAND COMMUNITY COLLEGES AS OF JANUARY 1, 1981

College	Existing NASF FY 1981	NASF/FTDE FY 1981	On SBCC Priority List	Projected Total FTDE FY 1986	Projected NASF In FY 1986	NASF/FTDE FY 1986
Allegany	209,554	216.71	-	960	209,554	218.29
Anne Arundel	199,769	73.66	27,950	2,710	227,719	84.03
Baltimore City:						
Liberty	204,411	91.95	-	2,561	204,411	79.82
Harbor	113,750	102.39	-	1,280	113,750	88.87
Baltimore County:						
Catonsville	279,635	92.84	23,141	2,999	302,776	100.96
Dundalk	114,453	236.96	-	481	114,453	237.95
Essex	290,843	86.51	32,500	3,347	323,343	96.61
Cecil	43,857	152.28	-	289	43,857	151.75
Charles	107,041	103.62	21,935	1,030	128,976	125.22
Chesapeake	101,005	164.24	-	611	101,005	165.31
Frederick	79,712	99.39	-	815	79,712	97.81
Garrett	57,164	203.43	5,849	280	63,013	225.05
Hagerstown	117,005	129.00	-	904	117,005	129.43
Harford	148,174	96.53	23,126	1,529	171,300	112.03
Howard	121,497	127.62	-	948	121,497	128.16
Montgomery:						
Rockville	410,825	82.17	-	5,000	410,825	82.17
Takoma Park	160,621	89.23	-	1,800	160,621	89.23
Germantown	107,426	89.67	11,474	1,168	118,900	101.80
Prince George's						
Largo	303,357	57.00	53,591	5,335	356,948	66.91
Clinton	-	-	-	-	-	-
Wor-Wic Tech	-	-	-	239	-	-
TOTAL	3,170,099	93.70	199,566	34,286	3,369,665	98.28

FTDE = Full-time day equivalent
NASF = Net assignable square feet

Map 1

MARYLAND COMMUNITY COLLEGES


GARRETT
ALLEGANY
WASHINGTON
CARRULL
HARFORD
CECIL
FREDERICK
BALTIMORE
BALTIMORE CITY
HOWARD
MONTGOMERY
KENT
ANNE ARUNDEL
QUEEN ANNE'S
CAROLINE
TALBOT
PRINCE GEORGE'S
CHARLES
CALVERT
DORCHESTER
WICOMICO
ST. MARY'S
WORCESTER
SOMERSET
● PRESENT COLLEGES/CAMPUSES
■ PRESENT BRANCH CAMPUS
○ PLANNED CAMPUS

ALTERNATIVES TO ESTABLISHING PERMANENT FACILITIES

The first alternative to the establishment of a permanent campus in a county without a college is to operate a community college using existing facilities. This has been accomplished at Wor-Wic Tech Community College serving Worcester and Wicomico Counties. Another alternative is not to operate a separate community college but to contract with nearby community colleges to establish a branch in the county, such as Carroll County has done with Catonsville Community College and St. Mary's and Calvert Counties with Charles County Community College.

Use of a branch campus can provide a trial period to test local desire for the establishment of a college. At the end of the trial period, the county can decide whether to (1) discontinue the experiment if the response indicates that community college instruction is unwanted, (2) continue the use of a branch campus indefinitely (or for an additional trial period), or (3) plan for the establishment of a local community college.

STATE CAPITAL FUNDING FORMULA

The State provides at least 50 percent of the capital funds required for community college construction on a matching basis for projects which are eligible for support under the State facilities guidelines. In some instances community colleges are eligible for more than 50 percent State Aid based upon the level of State support for the local public school system. Regional community colleges are eligible for up to 75 percent in State Aid.

Prior to July 1, 1975, the capital construction bonds for Maryland community colleges limited State Aid to 50 percent of $6,000 per full-time day equivalent student. In those instances where the public school formula was used, this limitation was adjusted. Effective with the passage of the FY 1976 bond bill (July 1, 1975), this statutory limit was increased to 50 percent of $8,000 per full-time equivalent student using the following formula:

> $6,000 multiplied by the projected full-time equivalent capacity of the college, less the total cost of projects at the college approved by the Board of Public Works prior to the effective date of this Act . . . the result of this calculation to be multiplied by 1.33 (the factor of $8,000 divided by $6,000).

State participation includes its share of eligible cost of site acquisition and development, architect-engineer fees, construction costs, furniture, and equipment.

STATE PARTICIPATION IN CAPITAL CONSTRUCTION--PAST AND PROJECTED COSTS

During the period FY 1961-FY 1981, the Maryland General Assembly authorized $113,000,000 in State capital construction bonds for community colleges for expenditure. Table 10 indicates that $102,178,613 of the $113,000,000 was allocated to the individual institutions by the Board of Public Works. Of this total, $93,721,733 was actually expended through January 1, 1981. The difference of $8,456,880 represents construction in process or completed and not closed out.

Column 3 of Table 10 also summarizes the projected allocation requests by institutions for the period FY 1981-FY 1987. As illustrated, the projected allocations for this period total $20,445,372 of which $8,579,714 is available from bonds previously authorized. Thus, the projected net State bond requirement for the period FY 1981-FY 1987 is $11,865,658.

The projected construction of facilities for individual community colleges and the capital costs for each are included in Chapter VII. These projections are based upon FY 1980 dollars and will be updated annually. Table 11 summarizes the projected State bond requirements for the period FY 1981-FY 1987.

Table 11

PROJECTED BOND REQUIREMENTS
MARYLAND COMMUNITY COLLEGES
FY 1981-FY 1987

FY 1981-FY 1987	$ 20,445,372
Less Bond funds on hand	8,579,714
NET BOND REQUIREMENTS	$ 11,865,658

CONSTRUCTION PRIORITIES

The construction priority list (Table 12) was approved by the State Board for Community Colleges July 8, 1980. The FY 1982 construction priority list will be approved in July 1981 by the Board.

Table 10

PREVIOUS AND PROJECTED STATE CAPITAL CONSTRUCTION EXPENDITURES [1]
MARYLAND COMMUNITY COLLEGES
AS OF JANUARY 1, 1981

	State Bond Authorizations FY 1961-FY 1981		Projected Requirements
College	Allocated	Expended	FY 1981-FY 1987
Allegany	$ 3,790,385	$ 3,592,882	$ -
Anne Arundel	7,913,562	7,289,941	1,668,244
Baltimore City:			
Liberty	3,131,396	2,799,788	5,063,380
Harbor	7,245,171	7,025,665	-
Baltimore County:			
Catonsville	9,039,311	8,845,799	2,936,727
Dundalk	4,377,184	3,059,000	220,000
Essex	11,638,871	10,011,021	631,844
Cecil	1,703,833	1,671,795	69,517
Charles	4,513,444	4,060,283	1,936,091
Chesapeake	5,046,119	4,708,065	-
Frederick	2,350,066	2,195,285	247,234
Garrett	942,133	839,985	300,000
Hagerstown	2,407,306	2,371,489	199,859
Harford	4,790,930	4,593,128	915,603
Howard	4,461,505	4,298,932	-
Montgomery:			
Rockville	8,803,008	8,705,674	909,500
Takoma Park	5,250,000	5,064,202	535,000
Germantown	5,095,906	3,474,079	354,623
Prince George's:			
Largo	8,993,483	8,429,720	4,457,750
Clinton	685,000	685,000	-
Wor-Wic Tech	-	-	-
TOTAL	$102,178,613	$ 93,721,733	$ 20,445,372

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[1] These figures represent State expenditures only. They will approximate 50 percent of total construction costs.

Table 12

COMMUNITY COLLEGE CAPITAL PROJECTS ELIGIBLE FOR STATE ASSISTANCE UNDER BOARD OF PUBLIC WORKS APPROVED GUIDELINES
FY 1981

Priority	College	Project	Estimated State Share
1	Baltimore	Roof, Heating, Ventilation Replacement Construction	$ 139,860
2	Anne Arundel	Theater Arts Building Additional Design and Construction	252,495*
3	Dundalk	Site Development and Athletic Fields Phase II Construction	200,000
4	Charles	Assembly-Laboratory Building Construction Furniture and Equipment	1,533,591
5	Essex	Career Education Center Furniture and Equipment	100,000*
6	Anne Arundel	Modifications for Handicapped Design and Construction	45,484
7	Catonsville	Modifications for Handicapped Design and Construction	46,727
8	Dundalk	Modifications for Handicapped Design and Construction	20,000
9	Essex	Modifications for Handicapped Design and Construction	20,000*
10	Frederick	Modifications for Handicapped Design and Construction	23,984*
11	Harford	Modifications for Handicapped Design and Construction	92,111
12	Prince George's	Modifications for Handicapped Design and Construction	30,000

Priority	College	Project	Estimated State Share
13	Frederick	Energy Conservation Modifications Design and Construction	$ 83,400
14	Hagerstown	Energy Conservation Modifications Design and Construction	130,870
15	Anne Arundel	Student Center Addition Construction Furniture and Equipment	786,150
16	Anne Arundel	Physical Plant Addition Design and Construction	126,300*
17	Montgomery: Germantown	Physical Education Addition Construction	354,623
18	Harford	Vocational-Technical Center Alterations, Phase II Construction	460,724
19	Essex	Planetarium Modifications Design and Construction	60,000
20	Essex	Library Alterations Design and Construction	85,000
21	Baltimore	Library Alterations Design and Construction	75,320
22	Baltimore	Business Wing Alterations Design and Construction	215,600
23	Hagerstown	Chemistry Laboratory Alterations Design and Construction	27,545*
24	Cecil	Physical Education Space Alterations Design and Construction	12,534
25	Charles	Campus Access Road and Parking Lot Construction	209,504*
26	Essex	Parking Lot Design and Construction	325,000

Priority	College	Project	Estimated State Share
27	Baltimore	Additional Parking Design	$ 14,000
28	Baltimore	Site Development Design and Construction	52,500
29	Montgomery: Rockville	Energy Conservation Modifications Design	46,000
30	Montgomery: Takoma Park	Energy Conservation Modifications Design	31,000
31	Anne Arundel	Library Building Alterations Design	15,500
32	Essex	Administration Alterations Design	10,000
33	Montgomery: Rockville	Site Development Design and Construction	62,500
34	Garrett	Learning Center Addition Design	23,800

TOTAL ESTIMATED STATE SHARE FY 1981	$ 5,712,122
* FUNDS ALLOCATED BY BOARD OF PUBLIC WORKS FOR THESE PROJECTS	630,464
REMAINING REQUIRED FUNDS	$ 5,081,658

NOTE: The amount actually allocated is not always the same as the estimated amount.

IV. MISSION AND GOALS

MISSION

The following mission statements were developed with the input and assistance of the community colleges. Definitions of key terms are given in Appendix A. The statements are consistent in all regards with the community college mission contained in the Maryland Statewide Plan for Postsecondary Education.

The mission of the State Board for Community Colleges is to coordinate and maintain a quality community college system.

The mission of the community colleges is to provide quality transfer and career programs, continuing education, and community service at a low tuition in response to local education needs.

Students - The community colleges provide educational opportunities for eligible persons who desire credit or noncredit instruction. The community colleges enroll a wide range of students, from those with exceptional high school records to those who lack certain prerequisite college skills.

Academic Program Levels - The community colleges provide programs leading to the associate degree as well as credit certificates and noncredit letters of recognition. All transfer course work offered is at the lower division level.

Types of Instructional Programs - The community colleges offer transfer programs which provide students with the course work necessary to transfer to programs in upper division institutions. Occupational programs and courses are offered to prepare students for entry into new jobs and/or to upgrade skills in current jobs. Continuing education programs provide noncredit courses for part-time and returning students. Community colleges will make developmental education programs available commensurate with the needs of their students and will coordinate these programs with four-year institutions to ensure that they provide appropriate skills for students wishing to transfer.

Research - Community colleges engage in instructional and institutional research to help ensure effective teaching and policy information. There is only limited sponsored research.

Public Service - The community colleges provide community service activities designed to meet the needs of local citizens, government, business, and industry.

GOALS

The goal of the State Board for Community Colleges is to provide planning, coordination, service, and leadership in maintaining a quality community college system.

The goals of the community colleges are:

1. To provide a basic education in the liberal arts;
2. To provide quality comprehensive career programs, courses, and student services;
3. To provide quality comprehensive transfer programs and student services;
4. To provide quality continuing education courses and community service activities;
5. To provide equal access to community colleges for eligible Maryland citizens;
6. To provide efficient community college operations without impairing the quality of services;
7. To assist economic development through cooperation with business and industry in meeting education and training needs.

V. OBJECTIVES

The goals described earlier in the Plan are coupled with specific objectives in this chapter. The objectives are presented separately for the State Board for Community Colleges and for the community colleges. Implementation strategies are described in Chapter VII and evaluation of the previous year's objectives is found in Chapter VIII.

GOAL OF THE STATE BOARD FOR COMMUNITY COLLEGES

It is the goal of the State Board for Community Colleges to provide planning, coordination, service, and leadership in maintaining a quality community college system.

Objectives

The following major objectives will be pursued in addition to the requirements specifically mentioned in the Education Article.

1. Seek additional State funding for community colleges.
2. Implement the College Evaluation System using the system developed in FY 1979. *
3. Use the Program Data Monitoring System to identify and coordinate program evaluation of at least 40 instructional programs. *
4. Develop a mechanism for State financial assistance with deferred maintenance items and major renovation projects.
5. Conduct graduate, employer, and first-time student follow-up studies and publish a comprehensive report. *
6. Analyze, report, and follow up on community college audit management letters.
7. Support and maintain contact with Statewide affinity groups, such as the occupational deans and the institutional research directors.

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* This objective is supported through a grant from the Maryland State Department of Education, Division of Vocational-Technical Education.

GOALS OF THE COMMUNITY COLLEGES

GOAL 1 - TO PROVIDE A BASIC EDUCATION IN THE LIBERAL ARTS

Objective 1.1

Offer a comprehensive array of courses that include natural sciences, literature, history, social sciences, languages, and fine arts.

GOAL 2 - TO PROVIDE QUALITY COMPREHENSIVE CAREER PROGRAMS, COURSES, AND STUDENT SERVICES

Objective 2.1

Increase access to quality occupational programs in response to local, regional, and State manpower requirements.

Objective 2.2

Improve the quality of orientation, advisement, counseling, career development, and placement of occupational students.

GOAL 3 - TO PROVIDE QUALITY COMPREHENSIVE TRANSFER PROGRAMS AND STUDENT SERVICES

Objective 3.1

Continue to provide access to baccalaureate institutions by offering quality transfer programs.

Objective 3.2

Guarantee admission with full junior standing to a public baccalaureate institution to community college graduates of articulated transfer programs.

GOAL 4 - TO PROVIDE QUALITY CONTINUING EDUCATION COURSES AND COMMUNITY SERVICE ACTIVITIES

Objective 4.1

Provide adult and continuing education, community and public service programs within the college service area.

Objective 4.2

Work with local subdivisions to establish the most effective adult education programs.

Objective 4.3

Develop standard computer programs for institutional analysis of continuing education student data and a computer tape submission process for reporting continuing education data.

GOAL 5 - TO PROVIDE EQUAL ACCESS TO COMMUNITY COLLEGES FOR ELIGIBLE MARYLAND CITIZENS

Objective 5.1

Reflect the same racial composition in enrollment that exists within the community college service area.

Objective 5.2

Continue to attract an increasingly diverse student population.

GOAL 6 - TO PROVIDE EFFICIENT COMMUNITY COLLEGE OPERATIONS WITHOUT IMPAIRING THE QUALITY OF SERVICES

Objective 6.1

Seek continued improvement in the effectiveness and efficiency of community college instructional programs.

Objective 6.2

Determine the most efficient means of allocating available resources for the operation of Maryland community colleges.

GOAL 7 - TO ASSIST ECONOMIC DEVELOPMENT THROUGH COOPERATION WITH BUSINESS AND INDUSTRY IN MEETING EDUCATION AND TRAINING NEEDS

Objective 7.1

Develop courses designed to meet specific education and training needs.

Objective 7.2

Develop small business institutes to provide technical assistance to local businesses.

VI. MAJOR POLICY DIRECTIONS AND ACTIONS

During FY 1982, the State Board for Community Colleges intends to continue two major actions which have a significant impact upon Maryland's community college system and to place renewed emphasis on the coordination of programs between community colleges and with other levels of education. In addition, the Board intends to assist the colleges in exploring the potential uses of instructional television. The following are the details of the steps which the Board will take in relation to these major policy directions.

COMMUNITY COLLEGE FUNDING

The combination of relatively stable enrollments, high inflation, and a fixed aid formula has precipitated a serious problem. Unless the level of funding is changed and matches increasing costs, the projected enrollment in the 1980s could be quite damaging to the community college system. The State's share of support for community colleges is set at 50 percent in the Education Article. However, the dollar amount is limited to 50 percent of $1,700 per full-time equivalent student for most colleges. In FY 1980, the average cost per full-time equivalent was $2,195, 29 percent above the ceiling for most community colleges. As the State's share of the cost declines, the student and the local shares must increase. See Figure 2.

During the current fiscal year, the State Board for Community Colleges in conjunction with the individual community colleges has worked closely with the Subcommittee on Education of the Task Force to Study State/Local Fiscal Relationships. In response to the Board's activities, the Task Force adopted a series of community college funding recommendations for FY 1982 and beyond. The letter transmitting the Task Force report indicates the following by way of background:

> With respect to the community colleges, for more than 30 years the State aid has been distributed on a full-time equivalent enrollment basis with special provisions for very small colleges. Community colleges, which local governments help to fund, have grown very rapidly. Sixty-one percent of the growth in public higher education in Maryland during the last decade has been in the community colleges. Theoretically, the State on the average funds 50% of the operating costs. In fact, the State's share has slipped to 36%. Thus, there are two problems, the level of funding and the total reliance on full-time equivalency enrollment in distributing the aid.
>
> The Subcommittee recommends adding two flat grants to the community colleges formula and raising the aid per full-time equivalent student. A $200,000 grant to each Board of Trustees (except the 'small colleges') would be of particular assistance to the hard pressed middle-sized colleges; a $10 per part-time credit student would be of particular assistance to the large colleges; and the increase from $850 to $895 per full-time equivalent student would assist all colleges. These changes would cost $5.6 million, the amount recommended by the State Board for Higher Education in its Consolidated Budget recommendations submitted to Governor Hughes. Such an increase would raise the State's contribution to an estimated 39% of costs.

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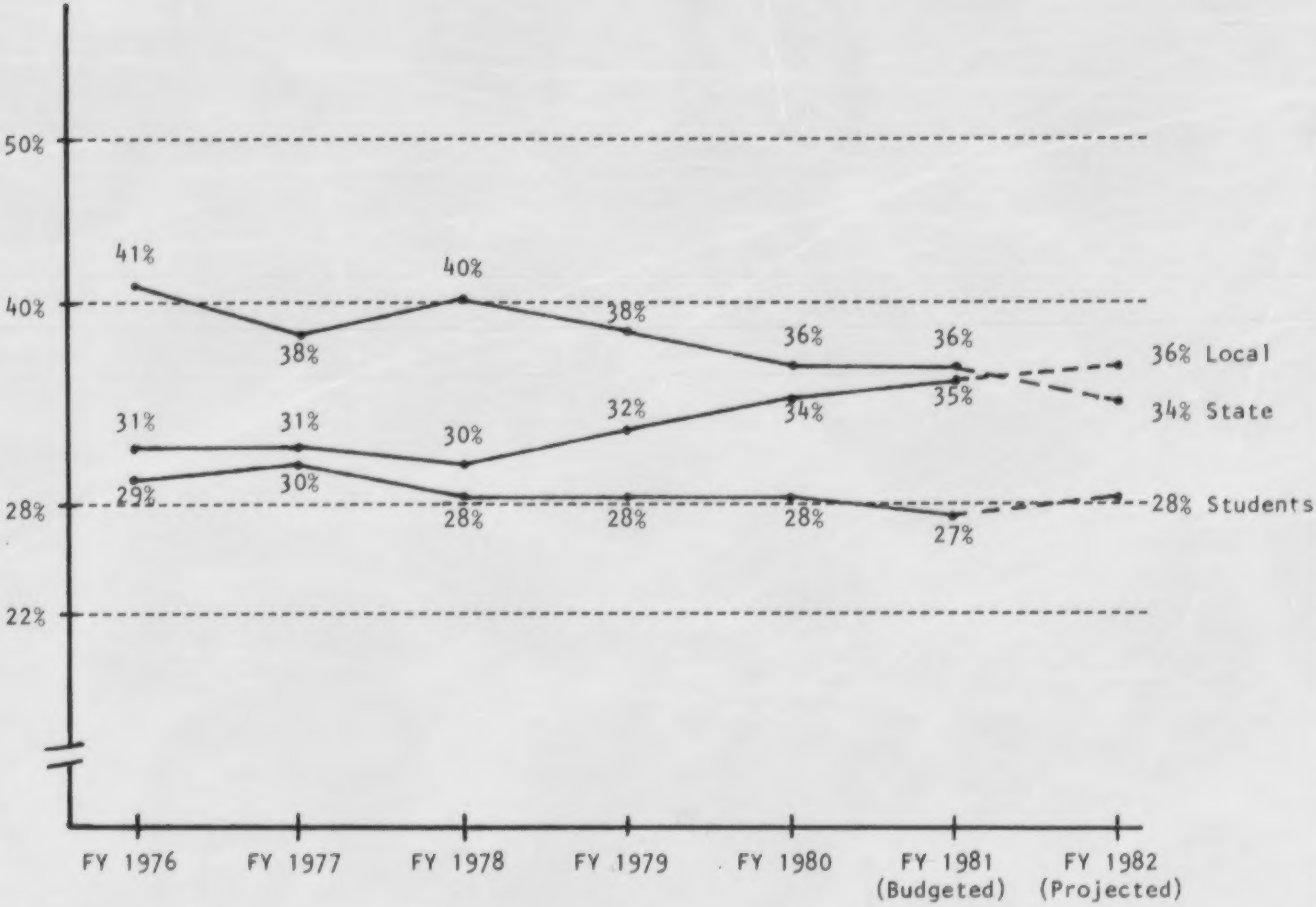
Figure 2

PERCENT OF ADJUSTED CURRENT EXPENSES
CONTRIBUTED BY THE THREE MAJOR SOURCES OF REVENUE
MARYLAND COMMUNITY COLLEGES



NOTE: Miscellaneous sources of revenue approximate 2 percent of the cost per full-time equivalent student each year.

The Task Force report goes on to provide the following explanation of the Subcommittee's actions:

> Community College Funding
>
> Modify Current Formula. Change the current aid formula through addition of two new flat grants, and increase the existing per full-time equivalent student aid rate as follows:
>
> > To the eleven Boards of Trustees, other than the 'small colleges':
> >
> > > Flat grants of $200,000 for each board, to aid in defraying fixed and other indirect operating costs; $10 per part-time credit student; and
> > >
> > > Raise from $850 to $895 aid per full-time equivalent student (FTES).
> >
> > To the four Boards of Trustees, referred to as the 'small colleges' (Cecil, Chesapeake, Garrett, and Wor-Wic Tech):
> >
> > > A $96 increase per FTES, which is an amount equivalent to the average per FTES additional aid to the other colleges under the above system being proposed. The amount per FTES for Cecil, Chesapeake, and Garrett is expected to be $1,636, and $1,401 per FTES for Wor-Wic Tech.
>
> Remedial Education. The Subcommittee, recognizing the importance of remediation at the community colleges, asks that the State Board for Community Colleges study the question of a special State categorical aid program for this function and provide alternative methods of State assistance to meet the needs of these students.

COORDINATION OF PROGRAMS

The need for increased efficiency and maintenance of quality in high cost programs requires that educational institutions avoid unnecessary duplication of effort in developing programs and facilitate the transition from one level of study to the next. The State Board for Community Colleges has encouraged the cooperation of colleges in establishing regional and Statewide programs which provide payment of out-of-county tuition differential for students in designated regional and Statewide programs offered at a particular campus. Such programs have been successful in attracting students from out-of-county and in helping to avoid the need for developing similar programs at each campus. The Board will request additional funds for this effort and encourage more campuses to cooperate in this coordination of program offerings.

In addition, the State Board for Community Colleges will work closely with the other segments of higher education to facilitate the articulation of students from one institution to another.

INSTRUCTIONAL TELEVISION

The counties in Maryland are adopting cable television agreements. In many cases the community colleges will have access to their own instructional channel. The State Board for Community Colleges will assist the colleges in exploring uses for instructional television and in sharing experiences, knowledge, and existing programming materials. Programming that supplements regular classroom instruction and reduces the number of trips to campuses can be cost saving and can increase the delivery of quality education to students.

VII. IMPLEMENTATION STRATEGIES

In the revision of the Statewide Master Plan for Community Colleges in Maryland Fiscal Years 1979-1984, strengths and problems of the community college system were identified. Through discussions held at each campus, the strengths and problems were revised and are shown in Chapter III. Each year in the development of the State Plan, strategies are drafted for supporting the strengths and addressing the problems. During discussions held each year at each college, hundreds of specific suggestions are recorded from faculty, students, administrators, and local board members. The strategies are changed to reflect these suggestions, and the revisions are shown in this chapter.

At the end of each strategy is a code to show the agency responsible for implementing that strategy: "C" for college, "S" for State Board for Community Colleges, and "G" for Governor and General Assembly. The college strategies are intended to provide an array of possible actions. Each college is not expected to follow every strategy but to examine each strategy to see if it would be appropriate for implementation. Strategies that require funding must be viewed in the context of all college priorities. Some colleges are already implementing certain strategies, and further action may be unnecessary for those colleges.

STRENGTHS OF THE COMMUNITY COLLEGE SYSTEM

Strategies for Supporting Student Goal Achievement

A. Provide adequate academic advising to help students match their talents and goals with the resources of the college. Career planning activities are particularly recommended. Insure that part-time students have access to such services. (C)

B. Add standardized questions (available from the State Board for Community Colleges) about reasons for attendance as admissions forms are revised. (C)

C. Identify and assist students who have difficulty achieving their educational goals. Create systems for earlier contact with students who are having problems. (C)

D. Continue follow-up surveys to determine student goal achievement. Use exit interviews to explore reasons for students leaving the college. (C)

Strategies for Supporting Faculty Competence

A. Continue to provide funds for faculty development, including travel funds. Include part-time faculty in development programs. (C)

B. Increase publicity about regional faculty development conferences. (S)

C. Continue to write feature stories for local newspapers about excellent teachers. (C)

D. Encourage campus administrators to use informal contacts and letters to compliment faculty members about their classroom and professional accomplishments. (C)

E. Encourage the president and deans to manage the college with a style that is supportive of the faculty and which builds and maintains each person's sense of worth and importance. (C)

Strategies for Maintaining Local Support

A. Continue to operate speaker bureaus to bring faculty and administrators in touch with community groups. (C)

B. Encourage community contact with the college through campus events and use of college facilities, such as the pool and library. (C)

C. Meet with elected county and State officials to discuss college issues and needs. (C, S)

D. Send basic information about course offerings to a wide range of persons, including nonreturning students. (C)

E. Prepare publications which describe the comprehensive benefits of community colleges. (C, S)

Strategies for Supporting Geographic Access

A. Continue course offerings at off-campus locations. (C)

B. Provide student support services at off-campus locations. (C)

C. Offer courses that use television, radio, and newspapers as a part of the instruction. (C)

D. Work with community colleges to develop the potential of instructional cable television. (S, C)

Strategies for Supporting Quality Facilities

A. Continue State funding for the additional costs of making facilities available to handicapped students. (S)

B. Obtain State funding for the renovation of facilities that have become less effective with age. (S)

Strategies for Supporting Diverse and Responsive Programs

A. Improve guidance to make students more aware of certificate programs available. (C)

B. Encourage colleges to develop certificate programs. (C, S)

C. Conduct systematic program evaluation (both transfer and career programs). (C, S)

D. Enact legislation for full State support of Statewide and regional programs. (S, G)

E. Continue to offer noncredit continuing education courses. (C)

F. Survey citizens, business, and industry to identify community needs. (C, S)

PROBLEMS OF THE COMMUNITY COLLEGE SYSTEM

Strategies for Addressing the Financial Squeeze

A. Increase the State's share of funding for community colleges. (S, G)

B. Share more data within the college about the financial squeeze, and solicit ideas from employees about how to reduce costs and increase income. (C)

C. Use volunteers to assist faculty and support staff. (C)

D. Establish a program to seek donations from business, industry, and alumni. (C, S)

E. Create more incentives for reducing costs. (C)

F. Find more precise measures of administration costs and conduct a cost analysis of administrative functions to find more ways to reduce overhead. (C)

G. Develop a plan for reducing the number of employees or reassigning responsibilities before such a plan might be needed. (C)

H. Analyze courses and programs in which enrollment is extremely low. (C)

Strategies for Addressing the Decline of Liberal Arts

A. Search for reasonable agreement at each campus about what general education is and about the most effective ways to provide it. (C)

B. Conduct faculty workshops about the integration of general education concepts into career courses. Examples of such concepts are critical thinking, problem solving, and value setting. (C)

C. Develop several interdisciplinary courses in general education that are required for successful completion of an associate degree. (C)

D. Conduct research to determine the writing competency of AA graduates; if the results do not represent the skills that the college expects of a graduate, take steps to correct the situation. (C)

E. Work with the State Board for Higher Education, the University of Maryland, and the State colleges and universities to coordinate and strengthen general studies curriculum and the articulation of students from community colleges to four-year campuses. (C, S)

Strategies for Addressing Increased Reporting and Regulation

A. Work with the State Board for Higher Education to implement a system for the collection of employee and degree data using magnetic tape rather than paper forms. Colleges will use the computer programs to create the tape, and five manually prepared forms will be eliminated. No personal identifiers would be used on the employee data tape. (S)

B. Combine the State Board for Higher Education and the Division of Vocational-Technical Education student enrollment reports. (S)

C. Request that the State Board for Higher Education and the Division of Vocational-Technical Education seek a biennial period for some reports. (S)

VIII. EVALUATION AND PROGRESS

Current objectives for the State Board for Community Colleges and the community colleges are given in Chapter V. The following are the methods of evaluation and progress to date on the objectives in the previous Plan.

STATE BOARD FOR COMMUNITY COLLEGES OBJECTIVES

1. Seek additional State funding for community colleges.

   Progress. For FY 1981, the Governor placed in the State Budget an allowance to increase the per full-time equivalent (FTE) student aid rate by $50 ($55 for small and regional colleges) and the General Assembly appropriated funds to put the increase into effect. The increase was considered a stop-gap measure and the Governor asked the Task Force to Study State-Local Fiscal Relationships to look into the matter of community college funding.

   Immediately following the 1980 Session of the General Assembly, the State Board for Community Colleges staff and the community college presidents began to discuss the problems of community college funding and ultimately chose a formula configuration which would have provided for a negotiated systemwide budget with a flat grant amount of $250,000 for each board of trustees, plus an increase in the per FTE student aid rate of approximately $150, with small and regional colleges receiving an increase in their aid rate of $200 per FTE student rather than participating in the revised formula.

   The Subcommittee on Education of the Task Force to Study State-Local Fiscal Relationships considered the Board's recommendation, adopted part of it, amended part of it, and added a new feature. The Subcommittee recommended that community college funding remain on a fixed formula basis rather than a negotiated basis with a flat grant amount of $200,000 per board of trustees, an increase in the per FTE student rate of $45, and the addition of a $10 aid rate for part-time students. (Small and regional community colleges would receive an increase of $96 per FTE student and would not participate in the revised formula.)

   The Task Force to Study State-Local Fiscal Relationships recommendations for community colleges were introduced during the 1981 Session of the General Assembly as House Bill 1297 and Senate Bill 947. Both bills, which are companions, are contingent upon an appropriation during the 1981 Session. At the time of this writing, the General Assembly has approved the enactment of House Bill 1297. This bill has been forwarded to the Governor for his signature.

2. Implement the College Evaluation System using the system developed in FY 1979.

   Progress. Data from the areas of student achievement, program evaluation, finance and administrative practices, facilities, and accreditation reports are currently collected. Computer programs are used to store, analyze, and display information in these separate areas.

3. Revise the criteria in the Program Data Monitoring System and coordinate program evaluation of at least 40 instructional programs.

   Progress. New data from the latest student follow-up study, the discipline cost analysis system, and the current enrollment and degrees were included in the Program Data Monitoring System. Forty-eight programs, including transfer Teacher Education programs at each college, were evaluated. The Program Evaluation Report for 1980 was published in January 1981.

4. Develop a mechanism for State financial assistance with deferred maintenance items and major renovation projects.

   Progress. Legislation to develop a mechanism for State financial assistance for deferred maintenance items was drafted and sent to the Governor's Office.

5. Conduct graduate and employer follow-up studies and publish a comprehensive report.

   Progress. Over 4,000 1978 graduates at all Maryland community colleges responded to a follow-up survey conducted by the colleges and the State Board for Community Colleges. Information on satisfaction with program, employment, and transfer status was analyzed and used in the Program Data Monitoring System and required reports for the federal government. The report, Student Follow-Up of Entrants and Graduates, was published in November 1980. The employers of these graduates were surveyed and employer ratings of graduates and their training were developed.

   In addition, a survey of all new entering students in 1976 was conducted and the data are being used in a variety of publications and reports. A comprehensive report on this study will be published in March 1981. A survey of continuing education students was conducted and the report was published in June 1980.

6. Analyze, report, and follow up on community college audit management letters.

   Progress. The community college audit management letters for FY 1980 were analyzed and responses and recommendations were reported to the Board at its February 1981 meeting.

7. Revise the Discipline Cost Analysis manual and implement standard computer programs in all colleges for producing the discipline cost analysis report.

   Progress. A revised Discipline Cost Analysis manual was published in June 1980. A workshop for business officers, deans, institutional researchers, and others who use the manual was conducted at Frederick Community College in September 1980. Standard computer programs were developed and distributed to the colleges in 1980.

8. Support and maintain contact with Statewide affinity groups, such as the occupational deans and the institutional research directors.

   Progress. The Board staff met regularly with the Maryland Council of Community College Presidents, Deans of Students, Business Officers, the Maryland Community College Research Group, the Data Processing Directors, the Deans of Continuing Education, Academic Deans, Occupational Deans, and Facilities Planners.

COMMUNITY COLLEGE OBJECTIVES

Objective 1.1

Offer a comprehensive array of courses that include natural sciences, literature, history, social sciences, languages, and fine arts.

Progress. The following number of FTEs were taught in general education disciplines (one full-time equivalent = 30 credit hours):

Discipline	FY 1977	FY 1978	FY 1979	FY 1980
Biological Sciences	2,537	2,064	1,901	2,024
Fine and Applied Arts	1,808	1,879	1,825	1,901
Foreign Languages	329	332	292	315
English and Speech	6,413	8,712	7,947	8,257
Mathematics	3,774	4,012	4,084	4,443
Physical Sciences	2,003	2,011	1,867	1,956
Psychology	2,771	2,856	2,589	2,717
Social Sciences	5,435	5,277	4,821	4,961

Objective 2.1

Increase access to quality occupational programs in response to local, regional, and State manpower requirements.

Evaluation

Information about enrollment and graduations in occupational programs is collected on State Board for Higher Education and HEGIS forms, stored and edited by computer, and printed on a college and Statewide basis.

Progress

- A Statewide follow-up study of Fall 1976 entering students found:
    - Eighty-three percent of students were employed, 64 percent full-time and 17 percent part-time.
    - Fifty-three percent were employed in the same county as their community college and 83 percent were employed in Maryland.
    - Sixty-seven percent of the full-time employees were in jobs that were related to their training.

  Follow-up data were stored and analyzed on the computer and printed for each college and Statewide. Similar studies were conducted about students who entered a community college in Fall 1970, 1971, 1972, and 1974.

- A comprehensive system for program evaluation has been implemented. The first step in the development of the evaluation process was the Maryland

Community College Program Proposal Manual. The manual, initially developed in 1974, was revised and approved by the State Board for Higher Education, the State Department of Education, and the State Board for Community Colleges in 1979. The manual contains the elements and information required for review and evaluation of program proposals. It also provides for a common format for new program submission, permitting systematic and uniform collection and analysis of data. The elements were selected to mesh with annual reports collected routinely by federal and State agencies.

The second step in the evaluation process occurred when the career Program Evaluation manual was approved by the State Board for Community Colleges and the State Department of Education in 1975. The manual called for the development of a two-level program evaluation approach. The first level, to be employed by both State agencies and the colleges, uses data which are submitted by the colleges on a program-by-program basis during each academic year. The second level, involving an in-depth qualitative examination of programs identified by analysis of Level I information, will be conducted by the institution itself. Following the local qualitative assessment, results of the study and college recommendations will be transmitted to the State Board for Community Colleges.

To implement the first, or quantitative, level required by the manual, the State Board for Community Colleges has developed a computer-assisted Program Data Monitoring System (PDMS). The system aggregates information relating to each individual community college program for a five-year period and displays it on one computer printout page. For each program, elements displayed include:

- College name;
- Program title, college title, and HEGIS program category;
- Program level--associate degree or certificate;
- Year program was implemented;
- Current status of program--active, inactive, deleted, or phasing out;
- USOE number;
- HEGIS program number;
- Historical enrollment and formal award data;
- Listing of similar programs in Maryland (with enrollments and awards by college);
- Discipline cost data;
- Follow-up information, including:

  a) Number of respondents at the college and Statewide;
  b) Percentage currently employed full-time in
    1) Directly-related occupations,
    2) Somewhat-related occupations,
    3) Unrelated occupations,
  c) Percentage transferred to four-year colleges;
  d) Percentage who achieved self-reported educational objective;
  e) Percentage who would recommend program.

Criteria for analyzing the enrollment, award, discipline cost, and follow-up data have been developed with the assistance of the Maryland Community College Program Development Council; Institutional Research Group; Association of Maryland Community and Junior College Business Officers; State Board for Higher Education; State Department of Education, Division of Vocational-Technical Education; and the State Advisory Council on Vocational-Technical Education. Each program not meeting the condition of any criterion is flagged.

The computer searches the data for each program and contrasts not only information about that program but also compares program data against other programs at that college and similar programs in other colleges. In each instance that a program fails to meet the tolerance level for a specific criterion, the computer prints the designation: "PDM quantitative criteria checks indicate:" (followed by a listing of the specific criteria).

- From 1971 to 1980, occupational program enrollment increased from 11,865 students (25 percent of the total enrollment) to 39,139 students (42 percent of the total community college enrollment).
- In Fall 1980, there were 122 disciplines taught in Maryland community colleges: of these, 115 were in the career area and seven were in the transfer area. Community colleges offer 555 programs, 97 transfer and 458 occupational.
- Certificates awarded in community colleges have increased from 93 in 1973 to 856 in 1980. There were also 3,632 AA degrees awarded in occupational programs during FY 1980.
- A variety of specific local community college plans have been implemented to increase occupational program quality. Examples include: enrollment of apprentices in special sections of electronic technical programs, use of facilities of private schools for technical courses, Saturday classes for the convenience of students who are employed, and awarding of credit for appropriate military training in certain occupational programs.
- In FY 1981, 48 programs were evaluated in accordance with the Program Evaluation System, including transfer Teacher Education at each college.

Objective 2.2

Improve the quality of orientation, advisement, counseling, career development, and placement of occupational students.

Progress. Four projects were completed involving awareness of occupational education in the community colleges. These projects involved the relationship of vocational education and the liberal arts, avoiding sex-biases in recruitment and increasing awareness of training opportunities among area employers. Four projects were completed involving articulation between secondary and post-secondary occupational programs. The results of these projects are reported in the report The Improvement of Occupational Education in Maryland, October 1980.

Objective 3.1

Provide access to baccalaureate institutions by offering quality transfer programs.

Progress

A Statewide follow-up study was conducted of all students who entered a community college for the first time in Fall 1976. The study found:

- Seventy-seven percent had achieved their educational goal while at the community college.
- Seventy percent of the students whose goal was to transfer had transferred to a four-year college or university;
- Fifty-six percent earned a grade point average at the transfer institution of 3.0 or above;
- Fifty percent lost no credits in transferring;
- Eighty-nine percent were satisfied with their preparation for transfer work.

The data from this study were analyzed and printed for each community college and for Statewide results. All follow-up data is stored and analyzed on the computer. Similar studies were conducted about students who entered a community college in Fall 1970, 1971, 1972, and 1974.

All seventeen community colleges offer a variety of developmental programs and services that are annually updated to provide quality assistance to students. These services include learning resource centers, courses in oral and written communications, special study skills workshops, and math refresher courses.

Objective 3.2

Guarantee admission with full junior standing to a public baccalaureate institution to community college graduates of articulated transfer programs.

Progress

- The State Board for Higher Education approved the following policy on November 1, 1979.

> Students from Maryland community colleges who were admissible to the four-year institution as high school seniors and who have attained an overall 2.0 average in college and university parallel courses shall be eligible for transfer at any time, regardless of the number of credits. Those students who have been awarded the Associate in Arts degree or who have successfully completed 56 hours of credit with an overall 2.0 average, in either case in college

> and university parallel courses, shall not be denied transfer to an institution. If the number of students desiring admission exceeds the number that can be accommodated in a particular professional or specialized program or certain circumstances exist which require a limitation being placed on the size of an upper division program or on the total enrollment, admission will be on criteria developed and published by the receiving institution, which provides equal treatment for native and transfer students.

- Changes in the curriculum requirements at several four-year colleges have caused problems in existing articulation agreements which will need to be addressed in 1981.

Objective 4.1

Provide continuing education, community and public service programs within the college service area.

Evaluation

The State Board for Community Colleges reviews the title, description, and objectives of each noncredit continuing education course submitted for State aid. If the course is determined to be "recreational" it is not subsidized with State aid. Records for each course and its enrollment are kept on the computer for efficient access and analysis of data.

Progress

- During FY 1980, 5,634 noncredit courses were reviewed by the State Board for Community Colleges. Of these, 5,011 or 89 percent were eligible for State aid. Eleven percent were determined not eligible and the colleges did not request State aid for the remaining 13 percent. These courses enrolled approximately 120,000 citizens. Four hundred eighty-two courses were offered exclusively for senior citizens and 193 courses were offered for handicapped persons.
- The first Maryland community college Continuing Education Manual was published in July 1977. The manual, which describes policies and procedures for continuing education course approval, was revised in 1980.

Enrollment in continuing education has steadily increased in the last five years to over 120,000 registrants. Many students who enter the college in the continuing education area continue in certificate and AA programs. Continuing education has effectively provided the means to expand learning opportunities for Maryland residents. Colleges have implemented occupational training courses for public and private employees, development for management and health professionals, licensure and certification in the business-related technologies, and personal development courses in remedial, career development, and general education.

Objective 4.2

Work with local subdivisions to establish the most effective adult education programs.

Evaluation

In October 1981 the State Board for Community Colleges will conduct a Statewide survey of community college continuing education course registrants. Currently all colleges conduct individual evaluations of their noncredit courses.

Progress

- A Statewide survey of community colleges continuing education courses indicated that the average age of the continuing education students was 41 years and these students had a 98 percent rate of satisfaction with the continuing education courses in which they were enrolled.
- Enrollment in continuing education has increased from 90,000 in FY 1976 to over 120,000 in FY 1980.
- Five community colleges are solely responsible for the adult basic education programs in their political subdivisions.
- Seventy percent of the courses approved for State aid in FY 1980 were in career related areas directly linked with local and State manpower training needs.

Objective 5.1

Reflect the same racial composition in enrollment that exists within the community college service area.

Evaluation

In FY 1980, the Maryland State Board for Higher Education adopted a Plan To Assure Equal Postsecondary Educational Opportunity 1980-1985. The State Board for Higher Education targets for community colleges state that undergraduate enrollment shall be the continution of parity in the proportion of black and white high school graduates enrolling in public higher education institutions in the State; the proportion of the first-time full-time freshmen enrolled in each community college who are black shall be (or continue to be) at least equal to the proportion of black community college service area public high school graduates; the racial composition of the part-time enrollment in each community college shall reflect (or continue to reflect) the racial composition of the community college service area; and there shall be parity in the proportion of black and white students transferring from community colleges to four-year institutions who have completed the AA degree in a transfer program or who have earned 56 credit hours. Reporting requirements for this period remain essentially the same as those in the 1974 Plan.

Students

- Enrollment by class of each institution;
- Enrollment by major area of study or program;
- Enrollment by part-time and full-time status;
- Retention statistics at various levels, that is, by major programs, institutions, segments;
- Graduation results for each major program at each institution, including designation of type of degree(s);
- Transfer data among the public higher education institutions;
- Financial aid with breakdown of types, for example, grants, scholarships, loans, and work-study.

Faculty, Administrators, and Classified Employees

- Designation by rank (lecturer, instructor, assistant professor, associate professor, and professor) and both the median and average salaries of full-time employees for each institution;
- Part-time and full-time designation;
- Length of service within each rank (faculty only);
- Number of tenured faculty;
- Program and/or departmental affiliation (faculty only);
- Termination information.

Progress

- All seventeen community colleges have adopted formal programs of affirmative action insuring equal educational and employment opportunities.
- Community colleges systemwide moved from 9.9 percent total black enrollment in Fall 1970 to 18.9 percent in Fall 1980 (an increase of 8 percentage points over the nine-year period).
- Full-time black enrollment in Fall 1980 (21.9 percent of full-time enrollment) exceeded the 1980 Statewide goal of 17.4 percent set in the 1974 Maryland Desegregation Plan.

Objective 5.2

Continue to attact an increasingly diverse student population.

Evaluation

Information about the age, sex, and part-time status of students is collected on State Board for Higher Education and HEGIS forms, stored and edited by computer, and printed on a college and Statewide basis.

Progress

- Part-time student enrollment increased from 49 percent of the total community college enrollment in 1970 to 69 percent in 1980.
- In 1970, women accounted for 38 percent of the total enrollment while in 1980 women constituted 59 percent, thereby exceeding the State's proportion of 52 percent women.
- Senior citizens are continuing to take advantage of the 1974 legislation which provides that local boards of trustees may establish policies allowing senior citizens to enroll tuition free at their community college. In Fall 1980, there were 1,952 senior citizens enrolled in credit courses at the community colleges. In Fall 1980 there were 403 noncredit courses designed exclusively for senior citizens.
- Developmental programs to improve English and mathematical skills for those nontraditional students who need them are offered at each community college. The diverse student population at the community colleges necessitates many different types of programs and services. Some examples of community college services include off-campus programs, re-entry programs for women, seminars for senior citizens, day care centers for children of students and faculty, special programs tailored to the needs of the handicapped members of the community, and cultural and service programs for the community at large.

Objective 6.1

Seek continued improvement in the effectiveness and efficiency of community college instructional programs.

Progress

- The Maryland State Board for Community Colleges approved the Maryland Community College Evaluation System in 1979. The Maryland Community College Evaluation System is focused on five broad areas. The areas are Student Achievement, Programs, Finance and Administrative Practices, Facilities, and Accreditation Reports. The components within each of these are actually sub-systems of the overall evaluation system and have been primarily developed by the State Board for Community Colleges in cooperation with the local community colleges.

- A revised Instructional Program Manual (1979) and A System for the Evaluation of Career Programs in Maryland Community Colleges (1974) were jointly developed by the community colleges, the State Board for Community Colleges, the Department of Vocational-Technical Education and, for the Instructional Program Manual, the State Board for Higher Education. These manuals provide guidelines and procedures for review and evaluation of community college instructional programs.

- All community colleges participate in the annual follow-up studies designed to assist in evaluating their career and transfer programs.

- The State Board for Community Colleges has implemented the Program Data Monitoring System. The system shows enrollment, program completions, student follow-up data, and discipline costs. The purpose of the system is to help colleges and the State Board for Community Colleges evaluate the quality of career programs.

- In FY 1981, 48 programs were evaluated in accordance with the program evaluation system. These included transfer Teacher Education programs at each college.

- As a result of program review by the colleges, many programs were improved, one was designated as regional, five were inactivated, and eight were discontinued.

Objective 6.2

Determine the most efficient means of allocating available resources for the operation of Maryland community colleges.

Evaluation

A discipline cost analysis system developed jointly by the colleges and the State Board for Community Colleges is being used to determine discipline costs for each institution. These data will be used by the Board in its studies of funding models for community college operating budgets.

Progress

- All seventeen community colleges submitted cost analysis information to the State Board for Community Colleges for FY 1980.

- As an ongoing project, the State Board for Community Colleges conducts institutional post-audit analyses on the basis of established policies and guidelines.

- The Statewide cost analysis system is computerized to give the colleges comparative data.

- Standard software was developed by the State Board for Community Colleges to allow each college to computerize the cost analysis system and submit the cost analysis reports on computer tape. The programs enable each campus to generate a variety of optional reports for internal management.

- A manual describing the discipline cost analysis system was completed and a workshop was conducted on the use of the new manual.

- An inventory of courses offered at each campus was computerized and a common taxonomy was utilized to facilitate comparison of discipline costs.

Objective 7.1

Develop courses designed to meet specific education and training needs.

Evaluation

A major study of business and industry training needs is currently being conducted by the State Board for Community Colleges. This study, combined with studies of local employers being conducted by each college, will guide development of new courses and occupational programs.

IX. STATUS OF PROPOSALS SUBMITTED

During FY 1981, the State Board for Community Colleges proposed recommendations designed to conserve energy and address the growing problem of deferred maintenance which would reduce operating costs of the community colleges. These proposals, detailed below, will be resubmitted in FY 1982 to the State Board for Higher Education and other appropriate State agencies.

ENERGY CONSERVATION

It is generally accepted in postsecondary education that the 1980s will bring higher energy costs and stable, if not reduced, enrollments. Further, there is agreement that higher education in Maryland should prosper and not merely survive the decade. To this end, the State Board for Community colleges makes two proposals that will not only conserve energy but reduce the operating costs of the colleges.

Proposal #1: That (1) all public institutions of higher education in Maryland adopt an academic calendar that operates primarily from September through December, and March through June; and (2) all public institutions explore the possibility of adopting a four-day week.

It is well known that the current academic calendar has origins in the agrarian society where the Summer months were available for harvesting crops. With less than 4 percent of the work force now engaged in farming, such a rationale is hardly warranted. The era of cheap energy is gone, and energy costs for heating and cooling are highest in January, February, July, and August. The increase in costs for energy can be seen in the Higher Education Price Index (HEPI) developed by Kent Halstead. In the eight fiscal years from 1972 through 1980, the HEPI rose by 67 percent. However, the component index for utilities has risen 217 percent in the same period. In Maryland community colleges, utilities comprise $121 per full-time equivalent student of the $2,535 per full-time equivalent student cost estimated for FY 1982.

Adopting the energy-saving calendar would help to reduce costs in other ways beyond heating and lighting. Outlays for operating expenditures would be lower because there would be less need for snow removal and custodial work.

The proposed calendar appears to inhibit the desirable trend away from a rigid semester schedule. However, colleges could still operate noncredit courses, Summer sessions, and minimesters in a reduced number of buildings. Such offerings typically involve far less full-time equivalent student enrollment, and there is no reason to heat and cool all buildings Summer and Winter, day and evening. (In the Maryland community colleges, only 7.5 percent of the full-time equivalent students are taught in the Summer sessions.) It would be necessary for all public colleges to adopt this new calendar at the same time so that students could transfer smoothly and individual colleges would not feel that they were sailing against the wind.

Proposal #2: That the State of Maryland organize and pay for 50 percent of a capital improvement program to retrofit buildings for alternate energy sources, including solar, coal, wind, methane, and wood; and that the State Board for Higher Education organize a task force to coordinate related State agencies, such as the Maryland Energy Office, to study energy alternatives appropriate for each campus and to draft legislation to begin the capital funding program.

Since the State is heavily involved in supporting public higher education, including the community colleges, and since energy costs will continue to rise rapidly, it is in the State's best interest to promote alternate energy sources. It makes sense to retrofit buildings for alternate energy sources. The cost will be high but will be less than the long-run cost for energy.

DEFERRED MAINTENANCE

Maryland community colleges need special financial assistance to significantly reduce the existing deferred maintenance problem.

The State Board for Community Colleges will continue to request that the Governor and General Assembly establish a special operating fund category to provide matching State general funds to correct and eliminate deferred maintenance.

- Local subdivisions must provide their matching share at the same contribution rate applied to capital improvement projects.
- The Maryland State Board for Community Colleges will administer the program and request approval of the Board of Public Works for allocations from this special operating fund category and for contract awards in accordance with existing policy and procedures used for capital projects.

The State Board for Community Colleges will request that the Governor and General Assembly establish, at the end of five years, a special operating fund category of $100,000 per year (1979 dollars) to provide financial assistance, as recommended by the State Board for Community Colleges and as approved by the Board of Public Works, to correct significant emergency repair items, such as boiler replacement, fire damage corrections and flooding repairs, and commencement of planned equipment replacement programs.

The State Board for Community Colleges has provided each Maryland community college with the Department of General Services Comprehensive Maintenance and Repair Program Manual and requested that provisions of the manual be followed as closely as possible.

X. COLLEGE PROFILES

Plans for Statewide implementation have been given in Chapter III and are summarized as follows:

Student Enrollment	Table 1, Figure 1	Pages 22 and 25
State Aid	Table 3	Pages 30 and 31
Facilities	Table 9	Page 36

This section provides a brief overview of the present status and future growth of the individual community colleges in enrollment, programs, and facilities. Current program offerings for each institution are identified, followed by a listing of proposed new programs to be introduced over the next five-year period.

For facilities planning purposes, enrollment data are summarized for full-time day equivalent students. Enrollment data are followed by a listing of existing campus facilities and projections of annual space needs for each institution through FY 1987. Projected State capital construction costs are limited by the current bond maximum per full-time day equivalent student and the community college facilities guidelines.

Enrollment projections, the proposed introduction of new programs, and facilities requirements for each institution will be updated annually. These data will serve as the basis for requesting State funds, as well as for the review of program proposals by the State Board for Community Colleges.

ALLEGANY COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business Training	5104-01	Electronic Data Processing Operator
5003-01	Finance Associate	5202-01	Dental Assisting
5004-01	Merchandising	5209-01	Nursing, Practical
5005-01	Secretarial Science	5306-01	Automotive Technology
5103-01	Electronic Data Processing Program	5503-01	Child Development
		5505-01	Law Enforcement Technology

Present Programs - Associate Degree

HEGIS Code	Title	HEGIS Code	Title
4910-01	Arts & Sciences Area	5205-01	Medical Laboratory Technology
4920-01	Biological & Physical Sciences Area	5208-01	Nursing, Registered
4940-01	Engineering Area	5215-01	Respiratory Therapy (Regional)
4950-01	General Studies Area	5216-01	Mental Health Technology
4960-01	Teacher Education Area	5306-01	Automotive Technology
4970-01	Business Administration Area	5311-01	Electromechanical Technology
5001-01	Business Technology	5403-01	Forest Technology (Statewide)
5003-01	Finance Associate	5503-01	Child Development
5004-01	Merchandising	5505-01	Law Enforcement Technology
5005-01	Secretarial Science	5506-01	Recreation Leadership
5008-01	Media Technology		
5101-01	Electronic Data Processing Technology		
5203-01	Dental Hygiene (Statewide)		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1982		Fall 1983	
Systems Maintenance Technology	15	Legal Assistant	15
Computer Maintenance Technology	15	Electrical Engineering Technology	15
Dietary Technology	15	Mechanical Engineering Technology	15
		Physical Therapy Technology	15
		Occupational Therapy Technology	15

Fall 1984 - Fall 1986

Sanitary Technology
Construction Trades
Coal Mining Technology
Microprocessor Technology
Heavy Equipment Operator
Emergency Medical Technology

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	963	962	962	961	960	960
Humanities							
Administration & Library							
College Center							
Science							
Auto Technology							
Careers Center							
Continuing Education Center							
Physical Education & Pool							
Services							
Total existing	209,554						

Total State funds allocated FY 1961 to date	$ 3,790,385
Projected Bond requirement FY 1981-FY 1987	$ - 0 -

ANNE ARUNDEL COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business Management	5310-01	Electronics
5005-01	Secretarial Science	5315-01	Mechanical Engineering Technology
5012-01	Music		
5101-01	Electronic Data Processing	5505-01	Police & Security Administration
5299-01	EMT-Paramedic		

Present Programs - Associate Degree

HEGIS Code	Title	HEGIS Code	Title
4910-01	Arts & Sciences Area	5101-01	Electronic Data Processing
4920-01	Biological & Physical Sciences Area	5208-01	Nursing, Registered
		5216-01	Human Services
4940-01	Engineering Area	5299-01	EMT-Paramedic
4950-01	General Studies Area	5304-01	Architectural Technology
4960-01	Teacher Education Area	5309-01	Civil Engineering Technology
4970-01	Business Administration Area	5310-01	Electrical Engineering Technology
5001-01	Business Management		
5002-01	Financial Accounting	5315-01	Mechanical Engineering Technology
5004-08	Retail Management		
5005-01	Executive Secretarial Science	5406-01	Ocean Engineering Technology
5008-01	Multi-Media Technology		
5101-01	Electronic Data Processing	5505-01	Law Enforcement

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1982		Fall 1983	
Graphics Technology	25	Day Care Assistant	25
Paralegal Studies	25	Recreation Therapy	20
Interior Design	20	Word Processing	35
Landscape Design	20	Physical Therapy	20
Surveying Technology	20	Respiratory Therapy	20
Construction Management	15	Applied Energy Technology	30
Interpreting for the Deaf	10		

Fall 1984 - Fall 1986

Corrections
Personnel Management
Instrumentation Technology
Special Education Assistant
Occupational Therapy
Health Care Administration
Private Security
Travel & Tourism
Marine Trades
Nuclear Protection Technology
Social Services Assistant
Operating Room Technology

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	2,718	2,716	2,714	2,712	2,710	2,708
Administration							
Humanities							
Science							
Careers Center							
Library							
Student Center							
Physical Education & Pool							
Central Plant							
Total existing	199,769						
Theater Arts		9,095					
Physical Plant Addition			3,485				
Student Center Addition			15,370				
Library Alterations; Modifications for Handicapped							

Total State funds allocated FY 1961 to date	$ 7,913,562
Projected Bond requirement FY 1981-FY 1987	$ 1,668,244

COMMUNITY COLLEGE OF BALTIMORE

PROGRAMS

Liberty Campus

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5505-01	Office Skills	5503-02	Special Education Assistant
5012-04	Piano Technology	5506-01	Recreation Aide
5202-01	Dental Assisting	5508-01	Public Sector Administration
5208-01	Nursing, Occupational Health	5599-01	Legal Assistant
5211-01	Operating Room Technician	5599-02	Gerontology
5404-01	Dietetic Assistant		

Present Programs - Associate Degree

HEGIS Code	Title	HEGIS Code	Title
4910-01	Arts & Sciences Area	5203-01	Dental Hygiene (Statewide)
4920-01	Biological & Physical Sciences Area	5204-01	Dental Laboratory Technology
4930-01	Humanities & Social Sciences Area	5205-01	Medical Laboratory Technology
4940-01	Engineering Area	5208-01	Nursing, Registered
4950-01	General Studies Area	5213-01	Medical Records Technology
4960-01	Teacher Education Area	5215-01	Respiratory Therapy Technology (Regional)
4970-01	Business Administration Area	5216-01	Mental Health Technology
5002-01	Accounting	5219-01	Physical Therapy Assistant (Regional)
5004-01	Business	5404-01	Dietetic Technology
5005-01	Secretarial Sciences	5503-01	Early Childhood Education
5008-01	Radio & Television	5506-01	Recreation Leadership
5012-04	Piano Technology	5508-01	Public Sector Administration
5012-05	Commerical Art	5599-01	Legal Assistant
5103-01	Data Processing & Computer Science	5599-02	Gerontology

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1982		Fall 1983	
Dental/Medical Receptionist	30	Dietetic Technician	15
Media Services Technology	20	International Studies	25
Science Technology	50		

Fall 1984 - Fall 1986

Cardio-Pulmonary Technician

Health Sciences Management

Harbor Campus

Present Programs - Certificate

HEGIS Code	Title
5003-01	Banking & Finance
5004-07	International Trade/ Harbor Management (Regional)
5005-01	Office Skills
5012-01	Fashion Design
5012-03	Interior Design
5299-01	Emergency Medical Service
5306-01	Automotive Technology
5309-01	Highway Design, Safety Engineer

HEGIS Code	Title
5310-01	Electronics Technology
5317-02	Heating, Air Conditioning, & Refrigeration
5406-02	Oceanography
5408-01	Environmental Health Technology
5501-03	Government Service Aide
5503-01	Special Education Assistant
5505-01	Public Safety
5508-01	Public Sector Administration

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Sciences Area
4930-01	Humanities & Social Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Accounting
5003-01	Banking & Finance
5004-01	Business
5004-07	International Trade/ Harbor Management (Regional)
5005-01	Secretarial Sciences
5010-01	Hospitality Management
5012-02	Fashion Design
5012-03	Interior Design

HEGIS Code	Title
5103-01	Data Processing & Computer Science
5299-01	Emergency Medical Service
5303-01	Drafting Technology
5306-01	Automotive Technology
5309-01	Urban Traffic & Transportation Technology
5310-01	Electronics Technology
5317-01	Construction Technology
5317-02	Heating, Air Conditioning, & Refrigeration
5399-01	Plant Engineering Technology
5406-02	Oceanography
5408-01	Environmental Health Technology
5501-01	Urban Development Assistant
5501-03	Government Service Assistant
5505-01	Public Safety
5506-03	Human Services Assistant
5507-01	Fire Protection Technology
5508-01	Public Sector Administration

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1982		Fall 1983	
Energy Technology	20	International Studies	25
Microcomputer/Electronics Technology	25		

Fall 1984 - Fall 1986

Chemical Technology	Fluid & Industrial Technology
Textile Technology	

PHYSICAL FACILITIES

Liberty Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	2,569	2,567	2,565	2,563	2,561	2,559
Administration-Classrooms Student Center							
Science & Allied Health							
Library							
Physical Education							
Total existing	204,411						

Parking Lot; Modifications for Handicapped, Roof and HVAC Replacement; Library Alterations; Business Wing Alterations, Site Development; Campus Building Alterations

Total State funds allocated FY 1961 to date	$ 3,131,396
Projected Bond requirement FY 1981-FY 1987	$ 5,063,380

Harbor Campus

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	1,284	1,283	1,282	1,281	1,280	1,279
Administration-Humanities-Library-Science-Assembly-Student Service Center							
Careers Center							
Total existing	113,750						

Total State funds allocated FY 1961 to date	$ 7,245,171
Projected Bond requirement FY 1981-FY 1987	$ - 0 -

CATONSVILLE COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5005-01	Secretarial-Typist-Clerk Typist
5008-02	T.V. Operations & Maintenance Technology
5009-01	Printing Management Technology
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Data Processing Technology
5299-03	Mortuary Science (Statewide)
5299-06	Occupational Safety & Health Technology
5299-07	Dialysis Technology
5304-01	Architectural & Engineering Design Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-01	Quality Control Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Construction Inspection Technology
5505-01	Criminal Justice
5506-01	Grounds & Park Management

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5004-08	Marketing Management
5005-01	Secretarial
5008-02	T.V. Operations & Maintenance Technology
5009-01	Printing Management Technology
5011-01	Air Transportation Management (Regional)
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Data Processing Technology
5208-01	Nursing, Registered
5216-01	Mental Health Associate
5299-03	Mortuary Science (Statewide)
5299-06	Occupational Safety & Health Technology
5304-01	Architectural & Engineering Design Technology
5305-01	Chemical Technology
5309-01	Civil Engineering Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Construction Inspection Technology

Present Programs - Associate Degree contd.

5505-01	Criminal Justice	5507-01	Fire Protection Technology
5506-01	Recreation & Parks Leadership		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1982		Fall 1983	
Basic Management & Administration Skills	100	Telecommunications Technology	30
Recreation Enterprises	30	Construction Apprentice	40
Diesel Technician	25	Radio, T.V. Repair	30
		Outdoor Leadership	20
		Nursing Health Aide Technician	45

Fall 1984 - Fall 1986

Machine Design	Coaching

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	3,014	3,010	3,007	3,003	2,999	2,996
Administration							
Administration/Faculty							
Humanities-Classrooms							
Technical Arts							
Electronics Laboratory							
Planetarium							
Science							
Student Services							
Learning Resources							
Student Union							
Tudor House							
Classroom I							
Classroom II							
Physical Education & Pool							
Central Services							
Total existing	279,635						
Technical Arts Addition				23,141			
Modifications for Handicapped; Site Development							

Total State funds allocated FY 1961 to date $ 9,039,311

Projected Bond requirement FY 1981-FY 1987 $ 2,936,727

CECIL COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5005-01	Clerk Typist	5317-01	Construction Trades Technology
5007-01	Professional Photography (Regional)	5408-01	Sanitary Technology
5101-01	Data Processing	5505-01	Law Enforcement & Corrections Technology

Present Programs - Associate Degree

HEGIS Code	Title	HEGIS Code	Title
4910-01	Arts & Sciences Area	5007-01	Professional Photography (Regional)
4950-01	General Studies Area	5101-01	Data Processing
4960-01	Teacher Education Area	5208-01	Nursing, Registered
4970-01	Business Administration Area	5317-01	Construction Trades Technology
5001-01	Business Management	5505-01	Law Enforcement & Corrections Technology
5005-01	Secretarial Science		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1982		Fall 1983	
Marine Maintenance Technology	10	Medical Laboratory Technician	15
Electronics Technology	10	Construction Trades	10
Industrial Management	15	Law Enforcement-Legal Assistant	5
		Commercial & Graphic Arts	10
		Service Technician	10
		Medical Records Technology	10

Fall 1984 - Fall 1986

Environmental Technology
Probation & Parole Technology
Solar Energy Technology
Physician's Assistant
Educational Media Technology
Theatre Arts

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	289	289	289	289	289	289
Administration-Classroom							
Physical Education							
Total existing	43,857						
Classroom, Laboratory							
Offices, General Purpose							

Modifications for Handicapped; Alterations to Administration-Classroom Building; Site Development, Energy Consevation Modifications

Total State funds allocated FY 1961 to date	$ 1,703,833
Projected Bond requirement FY 1981-FY 1987	$ 69,517

CHARLES COUNTY COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-06	Real Estate	5303-01	Drafting
5005-01	Secretarial Science	5399-05	Pollution Abatement Technology
5009-01	Printing	5402-01	Horticulture
5104-01	Computer Operator	5504-01	Library Technology Assistant
5209-01	Nursing, Practical		
	Present Programs - Associate Degree		
4940-01	Engineering Area	5103-01	Computer Programming
4950-01	General Studies Area	5208-01	Nursing, Registered
5004-01	Management Development	5399-05	Pollution Abatement Technology
5005-01	Secretarial Science	5505-01	Law Enforcement

Projected Programs

Title	Estimated Enrollment
Fall 1982	
Physical Therapy	20
Office Management	25

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	1,033	1,032	1,031	1,031	1,030	1,030
Administration							
Social Sciences							
Science & Technology							
Biology Laboratory							
Library							
Student Services							
Physical Education & Pool							
Maintenance							
Total existing	107,041						
Assembly & Laboratory			21,935				
Campus Access Road & Parking Lot; Modifications for Handicapped							

Total State funds allocated FY 1961 to date	$ 4,513,444
Projected Bond requirement FY 1981-FY 1987	$ 1,936,091

CHESAPEAKE COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business Management	5317-02	Air Conditioning/Heating/ Refrigeration Technology
5005-01	Secretarial Science		
5012-03	Home Furnishing Aide	5402-01	Agricultural Business
5310-01	Electronics Technology	5406-04	Marine Maintenance Technology
5317-01	Drafting	5503-01	Early Childhood Development
		5505-01	Law Enforcement

Present Programs - Associate Degree

HEGIS Code	Title	HEGIS Code	Title
4910-01	Arts & Sciences Area	5005-01	Secretarial Science
4950-01	General Studies Area	5205-01	Medical Laboratory Technology
4960-01	Teacher Education Area	5310-01	Electronics Technology
4970-01	Business Administration Area	5317-01	Architectural-Building Construction Technology
5001-01	Business Management Technology	5505-01	Law Enforcement
5004-06	Real Estate	5506-01	Recreation Technician

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1982		Fall 1983	
Microcomputer Programming	20	Accounting	15
Manufacturing Technology	20	Medical Records Technology	15
Fall 1984 - Fall 1986			
Energy Conservation Technology		Data Processing	

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	613	613	612	612	611	611
Administration & Library							
Sciences; Humanities							
Technical Center							
Student Service Center							
Physical Education & Pool							
Total existing	101,005						
Roof Replacement							

Total State funds allocated FY 1961 to date	$ 5,046,119*
Projected Bond requirement FY 1981-FY 1987	$ - 0 -

* Does not include two loans to the counties.

DUNDALK COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Retail Sales	5402-02	Retail Floristry (Regional)
5004-06	Real Estate	5503-02	Special Education Instructional Aide
5005-01	Secretarial Science	5503-03	Child Development & Early Child Care
5311-02	Stationary Engineering Technology (Regional)	5599-03	Paraprofessional Counseling
5312-03	Industrial Technology	5599-04	Labor Studies (Regional)
5317-02	Heating, Ventilation, & Air Conditioning		

Present Programs - Associate Degree

HEGIS Code	Title	HEGIS Code	Title
4910-01	Arts & Sciences Area	5317-02	Heating, Ventilation, & Air Conditioning
4950-01	General Studies Area	5312-03	Industrial Technology
4960-01	Teacher Education Area	5503-02	Special Education Instructional Aide
4970-01	Business Administration Area	5503-03	Child Development & Early Child Care
5001-01	Business & Industrial Management	5599-01	Legal Assistant
5002-01	Accounting	5599-03	Paraprofessional Counseling
5004-06	Real Estate	5599-04	Labor Studies (Regional)
5005-01	Secretarial Science		
5007-01	Photography		
5008-01	Media Technology		
5311-02	Stationary Engineering Technology (Regional)		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1982		Fall 1983	
Supervision	10	Display Technology	8
Instrumentation	10	Hydraulics/Pneumatics	8
Welding	13	Horticulture	15
Water Treatment Technology	15	Word Processing	10
Energy Management	10	Aviation Maintenance	15
Diet & Exercise Technology	10	Camera Repair	10
Journalism Technology	8	Administrative Assistant	8
Electronics Technology	15	Cosmotology	7
Data Processing	50		

Fall 1984 - Fall 1986

Solar Energy Technology
Management Information Systems
Truck Driving
Business Machine Repair
Carpentry
Medical Equipment Repair
Interior Design
Commercial Art
Insurance
Sales
Business & Industrial Communication
Vending Machine Repair

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	483	482	482	481	481	480

Administration-Energy Plant
Classrooms
Learning Rescource Center
Humanities-Classroom
Physical Education
Maintenance
Total existing 114,453

Athletic Fields; Modifications for Handicapped

Total State funds allocated FY 1961 to date	$ 4,377,184
Projected Bond requirement FY 1981-FY 1987	$ 220,000

ESSEX COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5001-01	Small Business Management
5002-01	Accounting
5003-01	Banking
5004-02	Statistical Clerk
5005-01	Secretarial Science
5010-02	Restaurant-Club Management
5099-02	Travel & Tourism
5103-01	Data Processing
5202-01	Dental Assisting
5215-01	Respiratory Therapy
5216-02	Drug Abuse Counselor
5218-01	Health Services Management
5299-05	Podiatric Assistant
5303-01	Drafting Technology
5503-01	Early Childhood Development, Preschool
5505-01	Criminal Justice

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Sciences Area
4930-01	Humanities & Social Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5001-01	Business Management
5002-01	Accounting
5003-01	Banking
5004-01	Industrial Management
5004-02	Statistical Associate
5004-08	Marketing Management
5004-09	Personnel Management
5005-01	Secretarial Science
5010-02	Restaurant-Club Management
5099-01	Court & Conference Reporting
5103-01	Data Processing
5105-01	Computer Technology
5202-01	Dental Assisting
5205-01	Medical Laboratory Technician
5206-01	Veterinary Science Technology
5207-01	Radiologic Technology
5208-01	Nursing, Registered
5216-01	Human Services
5218-01	Health Services Management
5299-02	Nuclear Medicine Technology
5299-05	Podiatric Assistant
5299-08	Physician's Assistant
5299-09	Radiation Therapy
5301-01	Engineering Technology
5399-06	Packaging Technology
5503-01	Early Childhood Development
5505-01	Criminal Justice
5508-01	Public Administration Assistant

Projected Programs

Fall 1982

Title	Estimated Enrollment
Travel & Tourism	40
Opthalmic Dispensing Technician	10
Phlebotomy	10
Dietetic Assistant	15
Coastal Management Aide	12
Technical Writing Assistant	15
Art Therapies Assistant	10

Fall 1983

Title	Estimated Enrollment
Speech Pathology Assistant	10
Bilingual Secretary	15
Fashion Merchandising	15
Chiropractic Assistant	10
Family, Home, & Consumer Studies Specialist	15

Fall 1984 - Fall 1986

Associate in International Trade
Medical Photography
Dietetic Technician
Probation & Parole Technician
Specialist in Day Care for Elderly
Information Systems Specialist
Juvenile Services Technician

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	3,357	3,354	3,352	3,349	3,347	3,344
Administration-Instructional							
Humanities							
Science-Allied Health							
Social Science-Human Development							
Student Services Center							
Library							
Physical Education & Pool							
Central Power; Maintenance							
Total existing	290,843						
Career Educational Center		32,500					

Site Development-Parking; Modifications for Handicapped;
Library Alterations; Planetarium Alterations; Administration Alterations

Total State funds allocated FY 1961 to date	$11,638,871
Projected Bond requirement FY 1981-FY 1987	$ 631,844

FREDERICK COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5005-01	Secretarial Science	5302-01	Aviation Maintenance Technology
5101-01	Data Processing	5310-01	Electronics Technology
5202-01	Dental Assistant		
5205-01	Biomedical Laboratory Technology		

Present Programs - Associate Degree

HEGIS Code	Title	HEGIS Code	Title
4910-01	Arts & Sciences Area	5101-01	Data Processing
4950-01	General Studies Area	5205-01	Biomedical Laboratory Technology
4960-01	Teacher Education Area	5208-01	Nursing Education
4970-01	Business Administration Area	5310-01	Electronics Technology
5001-01	Business Management	5506-02	Park Operation & Management
5002-01	Business Accounting		
5005-01	Secretarial Science		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1982		Fall 1983	
Banking/Financial Management	25	Agribusiness	25
Fall 1984 - Fall 1986			
Construction Trades Management		Human Services Assistant	
Word Processing			

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	799	803	807	811	815	813
Administration & Library							
Classroom & Student Services							
Science Laboratory							
Physical Education & Physical Plant							
Lecture & Music Hall							
Total existing	79,712						

Modifications for Handicapped; Energy Conservation Modifications; Site Improvement-Drainage; Site Improvement-Playing Fields; Receiving Area Alterations

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Total State funds allocated FY 1961 to date	$ 2,350,066
Projected Bond requirement FY 1981-FY 1987	$ 247,234

GARRETT COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5005-01	Business Secretarial	5401-01	Environmental & Renewable Resources
5206-01	Veterinary Science Technology (Regional)	5403-02	Wildlife Management (Statewide)
5312-02	Maintenance Technology	5503-01	Human Services
5399-03	Coal Mining Technology		

Present Programs - Associate Degree

HEGIS Code	Title	HEGIS Code	Title
4910-01	Arts & Sciences Area	5206-01	Veterinary Science Technology (Regional)
4930-01	Humanities & Social Sciences Area	5312-02	Maintenance Technology
4950-01	General Studies Area	5399-03	Coal Mining Technology
4960-01	Teacher Education Area	5401-01	Environmental & Renewable Resources
4970-01	Business Administration Area	5403-02	Wildlife Management (Statewide)
5004-01	Business Occupational		
5005-01	Secretarial Science		

Projected Programs

Title	Estimated Enrollment
Fall 1982	
Outdoor Leadership	20
Energy Conservation Technology	20
Tourism	16

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	280	280	280	280	280	280
Administration							
Learning Center							
Technical Center							
Coal Mining Tech Center							
Physical Education							
Total existing	57,164						
Learning Center Addition			5,849				

Total State funds allocated FY 1961 to date	$	942,133
Projected Bond requirement FY 1981-FY 1987	$	300,000

HAGERSTOWN JUNIOR COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5005-01	Secretarial Administration & Clerk-Typist	5505-01	Police Services
		5505-02	Correctional Services

Present Programs - Associate Degree

HEGIS Code	Title	HEGIS Code	Title
4910-01	Arts & Sciences Area	5101-01	Data Processing
4920-01	Biological & Physical Sciences Area	5207-01	Radiologic Technology
4930-01	Humanities & Social Science Area	5208-01	Nursing, Registered
4940-01	Engineering Area	5216-01	Human Services Technology
4950-01	General Studies Area	5311-01	Electrical Engineering Technology
4960-01	Teacher Education Area	5315-01	Mechanical Engineering Technology
4970-01	Business Administration Area	5404-01	Hospitality
5002-01	Accounting & Business	5503-01	Early Childhood Instructional Aide
5004-01	Management	5505-01	Police Services
5004-08	General Merchandising	5505-02	Correctional Services
5005-01	Executive Secretarial		

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	907	906	905	905	904	904
Administration							
Student Center							
Careers Center							
Academic							
Science							
Assembly							
Library							
Physical Education							
Central Plant							
Total existing	117,005						

Energy Conservation Modifications; Chemistry Laboratory Alterations; Science Lecture Hall Alterations; Library Alterations

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Total State funds allocated FY 1961 to date	$ 2,407,306
Projected Bond requirement FY 1981-FY 1987	$ 199,859

HARFORD COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5002-01	Accounting
5003-03	Insurance
5004-06	Real Estate
5004-08	Retail Management
5005-01	Office Education
5007-01	Photography
5008-01	Mass Communications
5012-03	Interior Design
5103-01	Computer Programming

HEGIS Code	Title
5104-01	Computer Operator
5209-01	Nursing, Practical
5301-01	Engineering Technology
5303-01	Drafting-Surveying
5306-01	Automotive Engineering Technology
5310-01	Electronic Technology
5505-01	Criminal Justice
5505-03	Law Enforcement

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5001-01	Business Management
5002-01	Accounting
5003-03	Insurance
5004-08	Retail Management
5005-01	Office Education
5008-01	Mass Communications

HEGIS Code	Title
5012-03	Interior Design
5101-01	Data Processing
5208-01	Nursing, Registered
5217-01	Electrodiagnostic Technology (Regional)
5301-01	Engineering Technology
5306-01	Automotive Engineering Technology
5310-01	Electronics Technology
5407-01	Science Laboratory Technology
5505-01	Criminal Justice

Projected Programs

Fall 1982

Title	Estimated Enrollment
Landscape & Environmental Design	24
Office Management/ Word Processing	20
Site/Supervision Construction Management	20

Fall 1983

Title	Estimated Enrollment
Pharmacy Technician	4
Industrial Electronics	20

Fall 1984 - Fall 1986

Environmental Monitoring Technician
Distribution Management
Business Equipment Technology

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	1,534	1,532	1,531	1,530	1,529	1,528
Administration							
Learning Resource Center							
Fine Arts							
Academic							
Science							
Student Services							
College Center							
Physical Education & Pool							
Maintenance							
Total existing	148,174						
Vocational-Technical Center							
Alteration		23,126					
Modifications for Handicapped; Alteration to Fine Arts Building							

Total State funds allocated FY 1961 to date	$ 4,790,930
Projected Bond requirement FY 1981-FY 1987	$ 915,603

HOWARD COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5004-03	Housing Management	5399-02	Biomedical Engineering Technology (Regional)
5004-08	Retailing		
5005-01	Secretarial Science		
5101-01	Data Processing	5402-01	Plant Science
5317-03	Carpentry		

Present Programs - Associate Degree

HEGIS Code	Title	HEGIS Code	Title
4910-01	Arts & Sciences Area	5101-01	Data Processing
4940-01	Engineering	5208-01	Nursing, Registered
4950-01	General Studies Area	5212-01	Vision Care Technology (Regional)
4960-01	Teacher Education Area		
4970-01	Business Administration Area	5310-01	Electronics Technology
5002-01	Accounting	5399-02	Biomedical Engineering Technology (Regional)
5004-01	Business Management		
5004-10	Wholesale & Physical Distribution	5599-05	Interpreter Education (Regional)
5005-01	Secretarial Science		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1982		Fall 1983	
Residential Construction	20	Solar Retrofitting	15
Patient Care Management	15	Energy Auditor	12
Pharmacy Technician	15	Drafting Technology	12
Restaurant/Hospitality Management	20	Medical Assistant	15
Medical Records	15	Security Management	15

Fall 1984 - Fall 1986

Recreation/Day Care Management Facility Technician
Medical Photography
Automotive Technician
T.V. & Sound Maintenance
Diesel Technician

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	952	951	950	949	948	947
Communication Arts & Administration							
Learning Resource & Science							
Nursing Education							
Physical Education & Pool							
Total existing	121,497						

Total State funds allocated FY 1961 to date	$ 4,461,505
Projected Bond requirement FY 1981-FY 1987	$ - 0 -

MONTGOMERY COMMUNITY COLLEGE

PROGRAMS

Rockville Campus

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5005-01	Secretarial	5503-02	Handicapped Assistance
5010-02	Food Management	5503-03	Child Care Aide
5104-01	Computer Operator	5505-02	Corrections
5306-01	Automotive Technology	5507-01	Fire Science

Present Programs - Associate Degree

HEGIS Code	Title	HEGIS Code	Title
4910-01	Arts & Sciences Area	5012-05	Advertising Art
4920-01	Biological & Physical Sciences Area	5103-01	Computer Science Technology
4930-01	Humanities & Social Sciences Area	5105-01	Computer Technician
4940-01	Engineering Area	5301-01	General Engineering
4950-01	General Studies Area	5304-01	Architecture & Construction
4960-01	Teacher Education Area	5306-01	Automotive Technology
4970-01	Business Administration Area	5309-01	Civil Engineering Technology
5002-01	Accounting	5310-01	Electronics Technology
5004-01	Management	5315-01	Mechanical Engineering Technology
5005-01	Secretarial	5503-03	Early Childhood Education
5007-01	Photography	5505-01	Criminal Justice
5008-01	Radio & Television Broadcasting	5506-01	Recreation Leadership
5009-01	Printing Technology	5507-01	Fire Science (Regional)
5010-01	Hotel-Motel Management	5508-02	Geography, Cartography & Community Planning
5010-02	Food & Beverage Management		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1982		Fall 1983	
Management Information Systems	20	Gerontology	15
Interior Design	15		
Word Processing	20		

Fall 1984 - Fall 1986

Speech Pathology	Oral Communications
Cultural Resources Technician	

Takoma Park Campus

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5005-01	Secretarial	5503-03	Child Care Aide
5202-01	Dental Assisting	5599-01	Legal Assistant
5214-01	Medical Assistant		

Present Programs - Associate Degree

HEGIS Code	Title	HEGIS Code	Title
4910-01	Arts & Sciences Area	5004-01	Management
4920-01	Biological & Physical Sciences Area	5005-01	Secretarial
		5103-01	Computer Science & Technology
4930-01	Humanities & Social Sciences Area	5202-01	Dental Assisting
		5204-01	Dental Laboratory Technology
4940-01	Engineering Area	5205-01	Medical Laboratory Technician
4950-01	General Studies Area	5207-01	Radiologic Technology
4960-01	Teacher Education Area	5208-01	Nursing, Registered
4970-01	Business Administration Area	5214-01	Medical Assistant
5002-01	Accounting	5216-01	Mental Health Associate

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1982		Fall 1983	
Interior Design	17	Horticulture	12
Medical Records Technician	15	Operating Room Technician	12
		Physician's Assistant	14

Germantown Campus

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5005-01	Secretarial		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area
4920-01	Biological & Physical Science Area
4930-01	Humanities & Social Science Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Accounting
5004-01	Management
5005-01	Secretarial
5311-01	Electromechanical Technology

Projected Programs

Title	Estimated Enrollment
Fall 1983	
Science Laboratory Technology	15

PHYSICAL FACILITIES

Rockville Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	5,000	5,000	5,000	5,000	5,000	5,000
Administration; Humanities							
Science Center; Fine Arts							
Technical Center; Art							
Computer Science; Music							
Student Services							
Campus Center							
Campus Tower							
Physical Education & Pool							
Total existing	410,825						
Modifications for Handicapped; Energy Conservation Modifications; Site Development							

Total State funds allocated FY 1961 to date	$ 8,803,008
Projected Bond requirement FY 1981-FY 1987	$ 909,500

Takoma Park Campus

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	1,800	1,800	1,800	1,800	1,800	1,800
Mathematics; Nursing							
Social Science							
Office Studies							
Commons; Fine Arts							
Resource Center							
Science Center							
Communication Arts							
Physical Education & Pool							
Total existing	160,621						
Energy Conservation Modifications							

Total State funds allocated FY 1961 to date	$ 5,250,000
Projected Bond requirement FY 1981-FY 1987	$ 535,000

Germantown Campus

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	1,192	1,186	1,180	1,174	1,168	1,162
Science & Technology							
Humanities							
Physical Education							
Total existing	107,426						
Physical Education Addition			11,474				

Total State funds allocated FY 1961 to date	$ 5,095,906
Projected Bond requirement FY 1981-FY 1987	$ 354,623

PRINCE GEORGE'S COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5004-06	Real Estate	5317-01	Residential Construction
5005-01	Secretarial & Clerk-Typist	5503-03	Day Care
5103-01	Computer Programming	5505-01	Criminal Justice
5104-01	Computer Operations		

Present Programs - Associate Degree

HEGIS Code	Title	HEGIS Code	Title
4910-01	Arts & Sciences Area	5207-01	Radiologic (X-Ray) Technology
4930-01	Humanities & Social Sciences Area	5208-01	Nursing, Registered
4940-01	Engineering Area	5213-01	Medical Records Technology
4950-01	General Studies Area	5215-01	Respiratory Therapist
4960-01	Teacher Education Area	5299-02	Nuclear Medicine Technology
4970-01	Business Administration Area	5301-01	Mechanical Engineering Technology
5001-01	Business Management-Administrative Assistant	5303-01	Drafting Technology
5002-01	Accounting	5309-01	Civil Engineering Technology
5004-06	Real Estate	5310-01	Electronic Engineering Technology
5004-08	Marketing Management	5312-01	Industrial Engineering Technology
5005-01	Secretarial Science	5503-03	Child Care Assistant
5101-01	Computer/Data Processing	5505-01	Criminal Justice
5202-01	Dental Assistant	5506-01	Recreation Leadership & Parks
5205-01	Medical Laboratory Technology	5507-01	Fire Science Technology

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1982		Fall 1983	
Energy Development Technology	40-360	Banking & Finance Management	30-250
Fashion Design	40-500	Hotel-Motel Management	60-300
Advertising Art Technology	40-300		
Para-Legal Aide	30-250		

Fall 1984 - Fall 1986

Personnel Assistant
Insurance Manager
Transportation Technology
Court Reporting

PHYSICAL FACILITIES

Largo Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	5,351	5,347	5,343	5,339	5,335	5,331
Administration/Library							
Classrooms I							
Classrooms II							
Vocational-Technical							
Fine Arts							
Student Center							
Physical Education							
Total existing	303,357						
Learning Resource Center				53,591			
Physical Education Addition							22,575
Science Addition							15,084
Modifications for Handicapped							

Total State funds allocated FY 1961 to date $ 8,993,483

Projected Bond requirement FY 1981-FY 1987 $ 4,457,750

Clinton Campus

FISCAL YEAR	1981	1982	1983	1984	1985	1986	1987
PROJECTED FTDE	-	-	-	-	-	-	-
Site Development							
Learning Resource Center; Classroom; Administration Facility							

Total State funds allocated FY 1961 to date $ 685,000

Projected Bond requirement FY 1981-FY 1987 $ - 0 -

WOR-WIC TECH COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Secretarial Science	5209-01	Nursing, Practical (Regional)
5010-01	Hotel-Motel Management (Regional)	5306-01	Automotive Technology
	Present Programs - Associate Degree		
4950-01	General Studies Area	5207-01	Radiologic Technology
5001-01	Business Management	5208-01	Nursing, Registered (Regional)
5002-01	Accounting	5306-01	Automotive Technology
5004-08	Marketing	5505-01	Law Enforcement
5005-01	Secretarial Science		
5010-01	Hotel-Motel Management (Regional)		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1982		Fall 1983	
Data Processing	25	Engineering Technology	20
Real Estate	25	Chef	15
Respiratory Therapy	15	Transportation Technology	20
Fall 1984 - Fall 1986			
Medical Records		Food Processing Technology	
Manufacturing Technology		Quality Control Technology	
Legal Assistant			

PHYSICAL FACILITIES

None contemplated.

DEFINITIONS

Community service

Activities, other than courses, for the education and assistance of citizens and groups.

Continuing education

Noncredit courses designed primarily for part-time and returning students. Some noncredit courses are self-supported and some are State-assisted.

Continuing education unit

A nationally recognized method for measuring and recording participation in continuing education programs that do not carry credit toward a degree but do meet established criteria for the evaluation of student learning.

Course

Formal instruction or other planned educational experiences with established goals and under the guidance of a faculty member.

Developmental education

Courses and services designed to help persons become more successful students through a focus on both academic skills and personal issues. Developmental education usually involves a team of professionals who assume that students have a broad range of strengths and who help students explore attitudes about themselves and the learning process.

Education

The development of mind, body, and character through study and instruction.

Efficiency

The relationship between educational service provided and the cost and effort needed to provide the service.

Equal access

The concept that each person should have a comparable opportunity to pursue a community college education regardless of age; sex; race; previous educational experience; geographic location; or economic, cultural, or physical condition.

Full-time equivalent (FTE) student

Total credit and equated credit hours divided by 30 (used in financial planning).

Full-time day equivalent (FTDE) student

The number of full-time credit students plus one-third the number of part-time credit students times the percentage of student contact hours taught between 8:00 a.m. and 5:00 p.m. (used in facilities planning).

Goal

An end or aim that an organization strives to attain; goals are more specific than the mission and less specific than objectives.

Liberal arts

The core of knowledge and values that represents the accumulated wisdom of society and which enables the individual to discover his or her potential and grow to responsible citizenship.

Lower division

Credit courses that are typically taught in the first two years at four-year colleges and universities.

Mission

The overall task of an organization stated in broad terms.

Objective

A specific desired result in support of a goal; objectives are usually measurable and stated with a deadline.

Occupational program

A program designed to prepare students for immediate entry into new jobs and/or to upgrade skills in current jobs.

Program (credit)

A planned series of courses leading to a certificate or degree.

Quality

Community colleges that are characterized by a high rate of student goal achievement; effectiveness and productivity among faculty and staff; and excellent counseling, physical, and learning resources.

Remedial education

Courses and/or services designed to remedy deficiencies in preparation for college-level work, especially in reading, writing, and mathematics.

Semester hour of credit (classroom)

At least 15 hours, 50 minutes each, of actual class meeting, or equivalent guided learning activity, exclusive of registration, study days, holidays, and final examinations.

Semester hour of credit (laboratory)

At least 30 hours, 50 minutes each, of supervised laboratory or studios, exclusive of registration, study days, holidays, and final examinations.

Student

An enrolled person who is at least 16 years of age and who has graduated from or left elementary or high school.

Credit students are admitted to a college although not necessarily to a specific program. Community colleges also serve high school students in cooperation with policies established with local public school systems.

Student services

Programs and activities which help students, individually and in groups, take full advantage of the opportunities offered in the academic community.

Transfer program

A credit program designed to prepare students for entry into four-year colleges and universities.

SELECTED STATISTICAL DATA

MARYLAND COMMUNITY COLLEGES

Information in this appendix is compiled from a series of reports submitted to the State Board for Community Colleges by the colleges. The Board commends the HEGIS report coordinators in each college for their assistance.

	1979	1980	Percent Change
CREDIT - FALL TERM			
Total enrollment	88,352	93,027	5%
Full-time	28,106	28,978	3
Part-time	60,246	64,049	6
Men	36,749	37,564	2
Women	51,575	55,463	8
First-time any college	29,538	32,842	11
Transfer programs	37,075	46,337	25
Occupational programs	33,523	39,139	17
Undeclared programs	17,754	7,551	-57
Asian	1,368	1,525	11
Black	17,039	17,624	3
Hispanic	1,056	1,380	31
Indian	299	259	-13
White	65,026	65,771	1
Foreign	1,266	1,269	-
Other/race unknown	2,298	5,199	126
In-county	76,292	80,079	5
Out-of-county	8,712	10,006	15
Out-of-state, foreign, unknown	3,348	2,942	-12
Median age	24.0	24.1	
Average age	27.4	27.7	
Age 15-19	20,707	21,612	4
Age 20-29	38,985	40,391	4
Age 30-39	17,009	17,673	4
Age 40-99	10,501	11,639	11
Average credit load	7.83	7.70	

	1979	1980	Percent Change
GRADUATES - FISCAL YEAR			
Total graduates	7,631	7,399	-3%
Transfer AA degrees	2,833	2,911	3
Occupational AA degrees	3,896	3,632	-7
Certificates	902	856	-5
EMPLOYEES - FALL TERM [1]			
Total employees		8,514	
Full-time		4,689	
Part-time		3,825	
Minority		1,106	
White		7,408	
Administrative		415	
Instructional		4,930	
Other professional		348	
Support		2,821	

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[1] Employees associated with continuing education courses are included for the first time in FY 1980 data.

Table I-B

CREDIT ENROLLMENTS FALL 1980
MARYLAND COMMUNITY COLLEGES

College	First-Time			Transfer			Occupational			Unclassified			TOTAL		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	329	131	460	286	163	449	829	257	1,086	57	252	309	1,172	672	1,844
Anne Arundel	900	1,487	2,387	1,361	2,849	4,210	858	2,320	3,178	-	-	-	2,219	5,169	7,388
Baltimore	1,193	2,281	3,474	1,289	3,002	4,291	2,271	2,538	4,809	97	254	351	3,657	5,794	9,451
Catonsville	935	2,192	3,127	1,488	5,252	6,740	1,116	3,661	4,777	-	-	-	2,604	8,913	11,517
Cecil	95	213	308	138	205	343	135	317	452	41	348	389	314	870	1,184
Charles	393	848	1,241	671	2,456	3,127	266	679	945	2	10	12	939	3,145	4,084
Chesapeake	245	650	895	310	966	1,276	168	190	358	-	-	-	478	1,156	1,634
Dundalk	159	414	573	174	454	628	236	888	1,124	24	437	461	434	1,779	2,213
Essex	927	1,299	2,226	1,071	1,833	2,904	1,320	3,404	4,724	106	1,669	1,775	2,497	6,906	9,403
Frederick	341	635	976	374	705	1,079	282	534	816	45	163	208	701	1,402	2,103
Garrett	154	126	280	196	85	281	158	69	227	-	145	145	354	299	653
Hagerstown	333	518	851	432	443	875	418	665	1,083	2	282	284	852	1,390	2,242
Harford	449	829	1,278	704	1,471	2,175	592	1,413	2,005	-	-	-	1,296	2,884	4,180
Howard	273	879	1,152	358	761	1,119	289	933	1,222	28	673	701	675	2,367	3,042
Montgomery:															
Rockville	1,931	2,308	4,239	2,928	4,564	7,492	1,687	2,779	4,466	15	81	96	4,630	7,424	12,054
Takoma Park	456	712	1,168	796	1,826	2,622	410	680	1,090	1	24	25	1,207	2,530	3,737
Germantown	145	383	528	218	947	1,165	82	654	736	1	22	23	301	1,623	1,924
Prince George's	3,033	4,329	7,362	2,422	3,101	5,523	1,917	3,589	5,506	100	2,618	2,718	4,439	9,308	12,747
Wor-Wic Tech	123	194	317	9	29	38	198	337	535	2	52	54	209	418	627
TOTAL	12,414	20,428	32,842	15,225	31,112	46,337	13,232	25,907	39,139	521	7,030	7,551	28,978	64,049	93,027
Percent of Total Enrollment	13	21	34%	17	33	50%	14	28	42%	1	7	8%	31	69	100%

F-T = Full-time
P-T = Part-time

SOURCE: Enrollment Information System

Table 2-B

COMPARISON of 1978, 1979, AND 1980 OPENING FALL ENROLLMENT BY STUDENT STATUS
MARYLAND COMMUNITY COLLEGES

	Full-time					Part-time					TOTAL				
College	Fall 1978	Fall 1979	% Incr. (Decr.) 1978 - 1979	Fall 1980	% Incr. (Decr.) 1979 - 1980	Fall 1978	Fall 1979	% Incr. (Decr.) 1978 - 1979	Fall 1980	% Incr. (Decr.) 1979 - 1980	Fall 1978	Fall 1979	% Incr. (Decr.) 1978 - 1979	Fall 1980	% Incr. (Decr.) 1979 - 1980
Allegany	1,179	1,142	(3.1)	1,172	2.6	612	635	3.8	672	5.8	1,791	1,777	(.8)	1,844	3.8
Anne Arundel	2,064	2,181	5.7	2,219	1.7	4,438	5,185	16.8	5,169	(.3)	6,502	7,366	13.3	7,388	.3
Baltimore	3,540	3,663	3.5	3,657	(.2)	4,713	4,615	(2.1)	5,794	25.5	8,253	8,278	.3	9,451	14.2
Catonsville	2,545	2,471	(2.9)	2,604	5.4	8,467	8,640	2.0	8,913	3.2	11,012	11,111	.9	11,517	3.7
Cecil	280	282	.7	314	11.3	929	887	(4.5)	870	(1.9)	1,209	1,169	(3.3)	1,184	1.3
Charles	890	903	1.5	939	4.0	2,572	2,872	11.7	3,145	9.5	3,462	3,775	9.0	4,084	8.2
Chesapeake	419	422	.7	478	13.3	1,049	1,209	15.3	1,156	(4.4)	1,468	1,631	11.1	1,634	.2
Dundalk	573	492	(14.1)	434	(11.8)	1,752	1,804	3.0	1,779	(1.4)	2,325	2,296	(1.2)	2,213	(3.6)
Essex	2,631	2,478	(5.8)	2,497	.8	7,143	6,893	(3.5)	6,906	.2	9,774	9,371	(4.1)	9,403	.3
Frederick	765	570	(25.5)	701	23.0	966	1,232	27.5	1,402	13.8	1,731	1,802	4.1	2,103	16.7
Garrett	271	330	21.8	354	7.3	294	335	13.9	299	(10.7)	565	665	17.7	653	(1.8)
Hagerstown	865	878	1.5	852	(3.0)	1,379	1,263	(8.4)	1,390	10.1	2,244	2,141	(4.6)	2,242	4.7
Harford	1,030	1,213	17.8	1,296	6.8	2,644	2,760	4.4	2,884	4.5	3,674	3,973	8.1	4,180	5.2
Howard	601	612	1.8	675	10.3	1,786	2,009	12.5	2,367	17.8	2,387	2,621	9.8	3,042	16.1
Montgomery:															
Rockville	4,313	4,545	5.4	4,630	1.9	6,895	7,083	2.7	7,424	4.8	11,208	11,628	3.7	12,054	3.7
Takoma Park	1,118	1,129	1.0	1,207	6.9	1,809	1,926	6.5	2,530	31.4	2,927	3,055	4.4	3,737	22.3
Germantown	200	277	38.5	301	8.7	1,054	1,361	29.1	1,623	19.3	1,254	1,638	30.6	1,924	17.5
Prince George's	4,304	4,322	.4	4,439	2.7	9,524	9,155	(3.9)	9,308	1.7	13,828	13,477	(2.5)	13,747	2.0
Wor-Wic Tech	160	196	22.5	209	6.6	302	382	26.5	418	9.4	462	578	25.1	627	8.5
TOTAL	27,748	28,106	1.3	28,978	3.1	58,328	60,246	3.3	64,049	6.3	86,076	88,352	2.6	93,027	5.3

Incr. = Increase
(Decr.) = Decrease

SOURCE: SBHE S-1

Table 3-B

ENROLLMENT BY RACE FALL 1980
MARYLAND COMMUNITY COLLEGES

	American															
	Black		American Indian		Asian		Hispanic		White		Foreign		All Other/ Race Unknown		TOTAL	
College	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Allegany	24	6	-	-	1	2	-	-	847	568	-	-	300	96	1,172	672
Anne Arundel	171	326	8	18	28	64	26	60	1,967	4,691	19	10	-	-	2,219	5,169
Baltimore	2,656	3,973	2	1	7	3	150	234	544	1,208	103	52	195	323	3,657	5,794
Catonsville	571	1,001	8	15	54	96	15	27	1,817	6,882	9	5	130	887	2,604	8,913
Cecil	27	38	3	13	1	3	-	4	282	811	1	-	-	1	314	870
Charles	92	273	4	5	20	32	13	17	764	2,701	2	4	44	113	939	3,145
Chesapeake	70	66	-	2	1	5	3	4	395	1,030	-	-	9	49	478	1,156
Dundalk	62	119	2	7	-	6	2	5	366	1,632	-	-	2	10	434	1,779
Essex	255	273	13	39	23	41	26	46	2,099	6,157	-	-	81	350	2,497	6,906
Frederick	48	63	3	4	3	12	2	7	641	1,309	3	7	1	-	701	1,402
Garrett	17	1	-	-	-	2	1	-	336	296	-	-	-	-	354	299
Hagerstown	85	67	-	4	10	10	2	8	743	1,291	12	10	-	-	852	1,390
Harford	150	186	2	5	12	28	13	22	1,119	2,642	-	-	-	1	1,296	2,884
Howard	85	205	4	13	11	55	4	17	478	1,603	1	2	92	472	675	2,367
Montgomery:																
Rockville	226	376	3	10	148	243	117	140	2,972	5,548	412	104	752	1,003	4,630	7,424
Takoma Park	330	698	4	6	76	131	84	127	427	1,416	233	39	53	113	1,207	2,530
Germantown	9	55	1	6	2	30	5	12	263	1,406	5	8	16	106	301	1,623
Prince George's	1,413	3,473	19	35	140	224	59	126	2,630	5,400	178	50	-	-	4,439	9,308
Wor-Wic Tech	62	72	-	-	-	1	-	2	147	343	-	-	-	-	209	418
TOTAL	6,353	11,271	76	183	537	988	522	858	18,837	46,934	978	291	1,675	3,524	28,978	64,049

F-T = Full-time
P-T = Part-time

SOURCE: Enrollment Information System

Table 4-B

COMPARISON OF 1978, 1979, AND 1980 BLACK STUDENT FALL ENROLLMENT
MARYLAND COMMUNITY COLLEGES

College	1978 F-T	1978 P-T	1978 Total	% of Total Enrollment	1979 F-T	1979 P-T	1979 Total	% of Total Enrollment	1980 F-T	1980 P-T	1980 Total	% of Total Enrollment	Change in Percent 1978-1980
Allegany	24	9	33	1.8%	31	7	38	2.1%	24	6	30	1.6	(.2)
Anne Arundel	134	310	444	6.8	190	354	544	7.4	171	326	497	6.7	(.1)
Baltimore	2,797	3,522	6,319	76.6	2,950	3,451	6,401	77.3	2,656	3,973	6,629	70.1	(6.5)
Catonsville	491	991	1,482	13.5	540	1,031	1,571	14.1	571	1,001	1,572	13.6	.1
Cecil	16	31	47	3.9	14	18	32	2.7	27	38	65	5.5	1.6
Charles	79	265	344	9.9	88	238	326	8.6	92	273	365	8.9	(1.0)
Chesapeake	66	73	139	9.5	52	65	117	7.2	70	66	136	8.3	(1.2)
Dundalk	77	97	174	7.5	80	96	176	7.7	62	119	181	8.2	.7
Essex	208	241	449	4.6	211	285	496	5.3	255	273	528	5.6	1.0
Frederick	21	43	64	3.7	28	60	88	4.9	48	63	111	5.3	1.6
Garrett	7	-	7	1.2	12	-	12	1.8	17	1	18	2.8	1.6
Hagerstown	64	49	113	5.0	87	47	134	6.3	85	67	152	6.8	1.8
Harford	100	149	249	6.8	144	184	328	8.3	150	186	336	8.0	1.2
Howard	82	160	242	10.1	76	182	258	9.8	85	205	290	9.5	(.6)
Montgomery	433	868	1,301	8.5	513	1,032	1,545	9.5	565	1,129	1,694	9.6	1.1
Prince George's	1,332	3,375	4,707	34.0	1,411	3,423	4,834	35.9	1,413	3,473	4,886	35.5	1.5
Wor-Wic Tech	50	66	116	25.1	56	83	139	24.0	62	72	134	21.4	(3.7)
TOTAL	5,981	10,249	16,230	18.9%	6,483	10,556	17,039	19.3%	6,353	11,271	17,624	18.9%	-0-

F-T = Full-time
P-T = Part-time

SOURCE: Enrollment Information System

Table 5-B

COMPARISON OF IN-COUNTY, OUT-OF-COUNTY/CITY, OUT-OF-STATE OPENING ENROLLMENT FALL 1980
MARYLAND COMMUNITY COLLEGES

College	In-County/City			Out-of-County/City			Out-of-State, Foreign and Residence Unknown			TOTAL ENROLLMENT		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	924	544	1,468	89	78	167	159	50	209	1,172	672	1,844
Anne Arundel	2,193	5,093	7,286	24	72	96	2	4	6	2,219	5,169	7,388
Baltimore	3,137	4,986	8,123	371	730	1,101	149	78	227	3,657	5,794	9,451
Catonsville	1,762	6,264	8,026	825	2,618	3,443[1]	17	31	48	2,604	8,913	11,517
Cecil	295	812	1,107	6	32	38	13	26	39	314	870	1,184
Charles	488	1,682	2,170	440	1,414	1,854[2]	11	49	60	939	3,145	4,084
Chesapeake	474	1,136	1,610	4	20	24	-	-	-	478	1,156	1,634
Dundalk	378	1,604	1,982	56	175	231	-	-	-	434	1,779	2,213
Essex	2,071	6,109	8,180	413	793	1,206	13	4	17	2,497	6,906	9,403
Frederick	635	1,351	1,986	43	45	88	23	6	29	701	1,402	2,103
Garrett	194	281	475	121	9	130	39	9	48	354	299	653
Hagerstown	726	1,235	1,961	33	30	63	93	125	218	852	1,390	2,242
Harford	1,236	2,817	4,053	48	58	106	12	9	21	1,296	2,884	4,180
Howard	621	2,163	2,784	50	197	247	4	7	11	675	2,367	3,042
Montgomery:												
Rockville	3,993	6,932	10,925	77	188	265	560	304	864	4,630	7,424	12,054
Takoma Park	730	2,076	2,806	98	210	308	379	244	623	1,207	2,530	3,737
Germantown	279	1,488	1,767	14	107	121	8	28	36	301	1,623	1,924
Prince George's	4,019	8,819	12,838	141	287	428	279	202	481	4,439	9,308	13,747
Wor-Wic Tech	167	365	532	42	48	90	-	5	5	209	418	627
TOTAL	24,322	55,757	80,079	2,895	7,111	10,006	1,761	1,181	2,942	28,978	64,049	93,027
Percent of Total Enrollment			86%			11%			3%			100%

F-T = Full-time
P-T = Part-time

[1] Includes 181 full-time and 1,216 part-time students from Carroll County.
[2] Includes 394 full-time and 1,049 part-time students from St. Mary's County.
[2] Includes 28 full-time and 302 part-time students from Calvert County.

SOURCE: Enrollment Information System

Table 6-B

CREDIT ENROLLMENT HISTORY AND PROJECTIONS
FOR PHYSICAL FACILITIES PLANNING
MARYLAND COMMUNITY COLLEGES
FALL 1973 - FALL 1980
FALL 1985 AND FALL 1990

Fall	Full-time	Part-time	TOTAL ENROLLMENT	Credit FTE	Credit FTDE
1973	24,070	34,646	58,716	35,619	27,568
1974	24,235	40,444	64,679	37,716	28,597
1975	28,177	48,063	76,240	44,196	31,529
1976	28,954	51,001	79,955	45,934	34,510
1977	29,278	55,609	84,887	47,748	34,971
1978	27,748	58,328	86,076	47,053	32,651
1979	28,106	60,246	88,352	48,189	32,543
1980	28,978	64,049	93,027	50,326	34,389
1985				50,140	34,286
1990				49,401	33,780

FTE = Full-time equivalent (full-time + one-third part-time)
FTDE = Full-time day equivalent

SOURCE: SBHE

Table 7-B

ENROLLMENT PROJECTIONS FOR FACILITIES PLANNING FOR PLANNING PERIOD JULY 1981 - JULY 1982 MARYLAND COMMUNITY COLLEGES

	Fall		Fall			FTE % Increase (Decrease)		Fall			FTDE % Increase (Decrease)		Projected % Day Contact Hours	FY 1986 Projected		FY 1991 Projected	
	1978	1979	1980			1978-	1979-	1978	1979	1980	1978-	1979-	1980				
College	FTE	FTE	F-T	P-T	FTE	1979	1980	FTDE	FTDE	FTDE	1979	1980		FTE	FTDE	FTE	FTDE
Allegany	1,383	1,354	1,172	672	1,396	(2.1)	3.1	954	921	963	(3.5)	4.6	69	1,391	960	1,370	945
Anne Arundel	3,543	3,909	2,219	5,169	3,942	10.3	.8	2,515	2,658	2,720	5.7	2.3	69	3,927	2,710	3,870	2,670
Baltimore	5,111	5,201	3,657	5,794	5,588	1.8	7.4	3,782	3,433	3,856	(9.2)	12.3	69	5,567	3,841	5,485	3,785
Catonsville	5,367	5,351	2,604	8,913	5,575	(.3)	4.2	3,274	2,783	3,010	(15.0)	8.2	54	5,554	2,999	5,473	2,955
Cecil	589	578	314	870	604	(1.9)	4.5	259	277	290	7.0	4.7	48	602	289	593	285
Charles	1,747	1,860	939	3,145	1,987	6.5	6.8	874	967	1,033	10.6	6.8	52	1,980	1,030	1,950	1,014
Chesapeake	764	825	478	1,156	863	8.0	4.6	466	578	613	24.0	6.1	71	860	611	847	601
Dundalk	1,157	1,093	434	1,779	1,027	(5.5)	(6.0)	590	536	483	(9.2)	(9.9)	47	1,023	481	1,008	474
Essex	5,012	4,776	2,497	6,906	4,799	(4.7)	.5	3,458	3,248	3,359	(6.1)	3.4	70	4,781	3,347	4,710	3,297
Frederick	948	981	701	1,402	1,168	3.5	19.1	588	667	794	13.4	19.0	70	1,164	815	1,147	803
Garrett	370	442	354	299	454	19.5	2.7	200	248	281	24.0	13.3	62	452	280	446	277
Hagerstown	1,325	1,299	852	1,390	1,315	(2.0)	1.2	981	974	907	(.7)	(6.9)	69	1,310	904	1,291	891
Harford	1,911	2,133	1,296	2,884	2,257	11.6	5.8	1,262	1,408	1,535	11.6	9.0	68	2,249	1,529	2,216	1,507
Howard	1,195	1,282	675	2,367	1,464	7.3	14.2	848	859	952	1.3	10.8	65	1,459	948	1,437	934
Montgomery	8,884	9,408	6,138	11,577	9,997	5.9	6.3	7,196	7,620	7,998	5.9	5.0	80	9,960	7,968	9,813	7,850
Prince George's	7,479	7,374	4,439	9,308	7,542	(1.4)	2.3	5,235	5,162	5,355	(1.4)	3.7	71	7,514	5,335	7,403	5,256
Wor-Wic Tech	268	323	209	418	348	20.9	7.7	169	204	240	20.7	17.6	69	347	239	342	236
TOTAL	47,053	48,189	28,978	64,049	50,326	2.4	4.4	32,651	32,543	34,389	-	5.7		50,140	34,286	49,401	33,780

F-T = Full-time
P-T = Part-time
FTE = Full-time equivalent (full-time + 1/3 part-time)
FTDE = Full-time day equivalent

SOURCE: SBCC

Table 8-B

COMPARISON OF COMMUNITY COLLEGE ENROLLMENT TO POLITICAL SUBDIVISION SERVED MARYLAND COMMUNITY COLLEGES

College (Political Subdivision)	Population Projections for July 1, 1980	Total In-County/City Enrollment Fall 1980	% of Population Enrolled Fall 1980
Allegany (County)	79,300	1,468	1.85
Anne Arundel (County)	374,800	7,286	1.94
Baltimore (City)	762,600	8,123	1.06
Catonsville, Dundalk, Essex (Baltimore County)	641,900	18,188	2.83
Catonsville (Carroll County)	98,600	1,397	1.42
Cecil (County)	57,200	1,107	1.94
Charles (County)	72,500	2,170	2.99
Charles (Calvert County)	34,600	330	.95
Charles (St. Mary's County)	56,800	1,443	2.54
Chesapeake (Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties)	122,700	1,610	1.31
Frederick (County)	113,500	1,986	1.75
Garrett (County)	27,100	475	1.75
Hagerstown (Washington County)	112,000	1,961	1.75
Harford (County)	153,500	4,053	2.64
Howard (County)	128,400	2,784	2.17
Montgomery (County)	587,000	15,498	2.64
Prince George's (County)	663,600	12,838	1.94
Wor-Wic Tech (Worcester and Wicomico Counties)	91,700	532	.58
TOTAL	4,143,100	83,249	2.00

SOURCE OF DATA FOR COUNTY POPULATION: Maryland State Department of Health and Mental Hygiene July, 1980.
SOURCE OF DATA FOR IN-COUNTY ENROLLMENT: Enrollment Information System

Table 9-B

SUMMARY OF DEGREES AND OTHER FORMAL AWARDS CONFERRED
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1980

College	Certificates (Less than Two-Year)	TOTAL AA Degrees Awarded	Transfer AA Degrees	Occupational AA Degrees	Occupational AA Degrees					
					Business & Commerce	Data Processing	Health Service	Mechanical & Engineering	Natural Science	Public Service
Allegany	47	317	76	241	66	13	120	17	11	14
Anne Arundel	33	533	293	240	68	46	75	24	3	24
Baltimore	70	822	371	451	122	17	173	26	17	96
Catonsville	224	628	310	318	65	31	120	53	-	49
Cecil	5	68	38	30	17	-	-	10	-	3
Charles	53	169	76	93	27	18	28	5	6	9
Chesapeake	22	103	46	57	31	-	7	5	-	14
Dundalk	53	155	85	70	26	-	-	6	-	38
Essex	37	720	375	345	75	13	183	2	-	72
Frederick	34	109	69	40	13	4	14	5	-	4
Garrett	4	64	23	41	8	-	3	3	27	-
Hagerstown	16	243	128	115	25	8	38	11	4	29
Harford	63	376	187	189	40	23	72	14	7	33
Howard	39	214	79	135	55	12	57	11	-	-
Montgomery:										
Rockville	75	630	309	321	158	47	2	35	-	79
Takoma Park	11	272	61	211	7	8	196	-	-	-
Germantown	4	45	36	9	5	-	-	3	-	1
Prince George's	34	1,033	349	684	242	72	183	49	-	138
Wor-Wic Tech	32	42	-	42	15	-	18	-	-	9
TOTALS	856	6,543	2,911	3,632	1,065	312	1,289	279	75	612
Percent of Total AA Degrees		100%	44%	56%	16%	5%	20%	4%	1%	10%

AA = Associate in Arts

SOURCE: SBHE-D

Table 10-B

COMPARISON OF 1976, 1977, 1978, 1979, AND 1980 DEGREES AND CERTIFICATES AWARDED
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS

College	Transfer AA Degrees Awarded					Occupational AA Degrees Awarded					Certificates Conferred (Less than Two-Year)				
	1976	1977	1978	1979	1980	1976	1977	1978	1979	1980	1976	1977	1978	1979	1980
Allegany	58	61	77	70	76	180	191	267	253	241	28	62	64	54	47
Anne Arundel	303	276	284	279	293	242	276	255	237	240	36	30	25	39	33
Baltimore	237	288	290	281	371	571	557	571	620	451	33	22	47	34	70
Catonsville	364	308	293	359	310	331	358	394	413	318	177	241	249	253	224
Cecil	57	34	63	43	38	17	36	45	24	30	1	2	7	2	5
Charles	102	109	92	94	76	66	69	61	93	93	47	30	61	77	53
Chesapeake	47	65	60	43	46	27	24	37	58	57	13	12	20	19	22
Dundalk	117	105	99	90	85	23	36	58	53	70	26	26	32	52	53
Essex	421	402	389	405	375	305	316	348	359	345	33	31	32	38	37
Frederick	78	57	71	78	69	58	69	81	76	40	7	18	36	37	34
Garrett	36	24	38	30	23	14	19	24	27	41	1	4	2	4	4
Hagerstown	165	164	166	136	128	130	124	119	117	115	13	17	9	9	16
Harford	177	200	209	187	187	108	95	137	155	189	44	57	49	66	63
Howard	68	86	67	69	79	55	103	104	110	135	36	38	42	31	39
Montgomery:															
Rockville	413	401	317	296	309	308	318	323	354	321	93	105	95	86	75
Takoma Park	62	69	50	46	61	173	202	207	198	211	30	20	32	45	11
Germantown	-	-	2	5	36	-	-	1	1	9	-	-	-	-	4
Prince George's	468	400	343	322	349	437	532	637	708	684	8	11	25	24	34
Wor-Wic Tech	-	-	-	-	-	-	-	22	40	42	-	2	31	32	32
TOTALS	3,173	3,049	2,910	2,833	2,911	3,045	3,325	3,691	3,896	3,632	626	728	858	902	856

AA = Associate in Arts

SOURCE: SBHE-D

Table 11-B

CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1980

College	Instruction	Research	Public Service	Academic Support	Student Services	Institutional Support	Plant Operation	Scholarships	Educational and General Mandatory Transfers	Auxiliary Enterprises	TOTAL
Allegany	$ 3,481,395	$ -	$ -	$ 164,048	$ 322,208	$ 387,639	$ 437,306	$ -	$ -	$ 197,060	$ 4,989,656
Anne Arundel	5,737,672	-	-	893,340	686,179	1,191,589	1,132,561	40,177	-	618,083	10.299,601
Baltimore	8,230,341	-	278,983	490,146	1,744,507	1,937,420	1.656,145	71,177	958.985	1,795,174	17.162.878
Catonsville	7,645,890	-	-	1.518,809	1,874,084	2.239,869	1,817,165	219.684	72,578	1,022.923	16,411.002
Cecil	1,066,112	-	-	88,725	221,153	324.706	315,471	8.605	-	60.682	2.085.454
Charles	2,559,233	519,420	-	873.850	299,239	901,542	766,628	29,382	-	274.977	6,224,271
Chesapeake	1,230,464	-	-	239.854	328,980	508,044	508,987	4,800	-	106.387	2,927,516
Dundalk	1,962,479	-	-	557,565	695,077	1,021,705	790,951	24,686	41,704	150.789	5.244.956
Essex	6,153,485	-	68.194	663,567	1,706,979	2.782,246	1,834,728	73,464	-	720,227	14.002.890
Frederick	1,536,790	-	-	207.772	221,803	428,270	407,603	-	-	180,368	2.902.606
Garrett	1,080,699	-	-	121,202	171,319	637,113	249,449	16.667	364	76,112	2.352,925
Hagerstown	1,953,603	-	-	165.381	223,303	1,042.886	269.741	-	6.478	237,151	3.898.543
Harford	4,017.506	-	-	414.747	435,993	1,343.044	956.734	64.164	58.785	503.407	7,794.380
Howard	1,565.528	-	-	509.507	464.555	808,411	655.738	39.337	9.120	232,490	4.284.686
Montgomery	13,368,784	-	1,396,539	2.748.657	3.066,117	5.313.876	3,811.018	650.267	-	2,033.102	32.388.360
Prince George's	10,016,800	-	337,960	725.573	2.557,319	3.004,098	1.991.876	221.445	40.831	-	18.895.902
Wor-Wic Tech	1,035,766	-	-	143.234	150.566	295.448	86,776	-	-	46.366	1.758.156
TOTAL	$72,642,547	$519,420	$ 2,081.676	$10.525.977	$15,169,381	$24.167.906	$17.688.877	$ 1.463.855	$ 1.188.845	$8.255.298	$153.703.782

SOURCE: NCES 2300-4

Table 12-B

CURRENT FUNDS REVENUES FISCAL YEAR 1980
MARYLAND COMMUNITY COLLEGES

College	Tuition and Fees	Government Appropriations Federal	State	Local	Government Grants and Contracts	Other	TOTAL
Allegany	$ 1,273,091	$ 70,270	$ 1,286,720	$ 1,000,000	$ 1,213,642	$ 223,019	$ 5,066,742
Anne Arundel	2,473,744	-	4,054,976	3,447,380	390,521	759,662	11,126,283
Baltimore	2,884,583	-	5,422,196	4,713,206	2,682,591	1,690,333	17,392,909
Catonsville	3,682,371	-	5,714,468	4,505,864	1,102,200	1,321,931	16,326,834
Cecil	322,412	79,416	1,022,154	550,000	19,273	93,494	2,086,749
Charles	1,116,263	202,627	2,284,049	1,155,531	443,306	1,027,508	6,229,284
Chesapeake	360,057	-	1,316,798	807,852	374,572	211,739	3,071,018
Dundalk	697,296	-	1,765,162	2,427,023	401,933	292,229	5,583,643
Essex	3,065,804	-	4,897,034	3,988,057	1,003,669	979,235	13,933,799
Frederick	718,499	27,018	1,023,068	1,083,504	69,780	244,220	3,166,089
Garrett	257,978	-	832,690	551,218	347,043	106,985	2,095,914
Hagerstown	915,160	-	1,234,700	1,034,000	314,720	333,786	3,832,366
Harford	1,570,134	-	2,450,350	2,025,000	966,037	841,038	7,852,559
Howard	924,369	-	1,352,024	1,456,079	33,684	531,430	4,297,586
Montgomery	9,393,196	-	8,722,151	10,555,240	1,488,412	2,937,062	33,096,061
Prince George's	5,847,206	-	6,673,904	4,114,000	1,359,219	531,942	18,526,271
Wor-Wic Tech	186,361	-	523,737	220,302	719,866	98,679	1,748,945
TOTAL	$35,688,524	$ 379,331	$50,576,181	$43,634,256	$12,930,468	$12,224,292	$155,433,052

SOURCE: NCES 2300-4

Table 13-B

PHYSICAL PLANT ASSETS AT END OF FISCAL YEAR 1980
MARYLAND COMMUNITY COLLEGES

College	Land	Buildings	Equipment	TOTAL
Allegany	$ 200,000	$ 7,387,005	$ 3,028,089	$ 10,615,094
Anne Arundel	1,572,787	13,598,048	3,712,027	18,882,862
Baltimore	4,819,068	18,075,059	1,561,944	24,456,071
Catonsville	1,715,592	17,235,622	3,522,258	22,473,472
Cecil	20,176	3,676,413	842,085	4,538,674
Charles	98,794	8,147,005	834,429	9,080,228
Chesapeake	340,197	5,708,601	1,556,460	7,605,258
Dundalk	313,537	8,417,314	2,841,215	11,572,066
Essex	1,620,741	22,874,503	4,165,900	28,661,144
Frederick	954,580	3,869,627	662,604	5,486,811
Garrett	84,440	1,751,741	1,585,935	3,422,116
Hagerstown	887,213	6,404,935	1,826,247	9,118,395
Harford	210,000	15,293,959	4,619,635	20,123,594
Howard	553,094	11,509,454	1,384,451	13,446,999
Montgomery	7,250,158	42,846,967	11,083,124	61,180,249
Prince George's	2,492,439	19,394,283	3,375,894	25,262,616
Wor-Wic Tech	-	-	320,925	320,925
TOTAL 1980	$ 23,132,816	$206,190,536	$ 46,923,222	$276,246,574
TOTAL 1979	$ 17,794,120	$177,941,296	$ 40,085,855	$235,821,271
TOTAL 1978	$ 17,089,574	$167,635,732	$ 37,433,018	$222,158,324
TOTAL 1977	$ 16,393,653	$159,201,598	$ 33,482,808	$209,078,059
TOTAL 1976	$ 15,557,985	$146,702,832	$ 27,769,443	$190,030,260
TOTAL 1975	$ 14,760,430	$116,296,921	$ 23,867,330	$154,924,681
TOTAL 1974	$ 8,904,576	$104,149,324	$ 19,921,586	$132,975,486
TOTAL 1973	$ 7,223,690	$ 96,683,972	$ 16,729,170	$120,636,832
TOTAL 1972	$ 5,163,300	$ 74,988,270	$ 15,977,104	$ 96,128,671
TOTAL 1971	$ 5,441,594	$ 70,300,900	$ 12,403,402	$ 88,145,896

SOURCE: NCES 2300-4

Table 14-B

CAPITAL CONSTRUCTION STATE BOND AUTHORIZATIONS
MARYLAND COMMUNITY COLLEGES

	Year of Authorization	Amount
Local community colleges:	1980	$ -
	1979	2,000,000
	1978	-
	1977	-
	1976	-
	1975	10,000,000
	1974	8,000,000
	1973	-
	1972	10,000,000
	1971	15,000,000
	1970	5,000,000
	1969	10,000,000
	1968	10,000,000
	1967	10,000,000
	1966	-
	1965	-
	1964	15,000,000
	1963	-
	1962	5,000,000
	1961	5,000,000
		$ 105,000,000
Regional community colleges:	1969	$ 3,000,000
	1965	5,000,000
		$ 8,000,000
TOTAL		$ 113,000,000

SOURCE: SBCC

Table 15-B

TUITION PER 15-WEEK TERM
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1981

		Resident of Service Area		Maryland Resident from Outside Service Area		Out-of-State Resident	
College	Service Area	Per Credit Hour	Per Term	Per Credit Hour	Per Term	Per Credit Hour	Per Term
Allegany	Allegany County	$ 22.00	$ 262.00[1]	$ 43.00	$ 493.00[1]	$ 83.00	$ 933.00[1]
Anne Arundel	Anne Arundel County	19.00	[6]	42.00	[6]	76.00	[6]
Baltimore	Baltimore City	20.00	237.50[5]	40.00	475.00[5]	75.00	900.00[5]
Catonsville							
Dundalk	Baltimore County	20.00 - 1 thru 11		40.00 - 1 thru 11		84.00 - 1 thru 11	
Essex		10.00 - over 11[2]		20.00 - over 11[2]		42.00 - over 11[2]	
Cecil	Cecil County	15.00	180.00[4]	30.00	360.00[4]	49.00	588.00[4]
Charles	Charles, St. Mary's and Calvert Counties	17.00	[3]	34.00	[3]	51.00	[3]
Chesapeake	Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties	21.00	210.00	42.00	420.00	74.00	1,241.00
Frederick	Frederick County	20.00	240.00	40.00	480.00	80.00	960.00
Garrett	Garrett County	14.00	168.00[7]	30.00	360.00[7]	86.00	[3]
Hagerstown	Washington County	18.00[8]	288.00	40.00[8]	640.00	65.00[8]	1,040.00
Harford	Harford County	19.00	[3]	44.00	[3]	75.00	[3]
Howard	Howard County	21.00 - 1 thru 12		42.00 - 1 thru 12		84.00 - 1 thru 12	
		11.00 - over 12		22.00 - over 12		44.00 - over 12	
Montgomery	Montgomery County	25.00	375.00[5]	52.00	780.00[5]	72.00	1,008.00[5]
Prince George's	Prince George's County	17.50	[3]	41.00	[3]	71.00	[3]
Wor-Wic Tech	Worcester and Wicomico Counties	17.00	[3]	37.00	[3]	81.50	[3]

Excluded above are numerous fees the community colleges charge in addition to tuition.

[1] Rate for 15 or more credit hours.

[2] Rate for 1 through 11 credit hours; rate for additional credit hours beyond 11.

[3] A flat per credit hour rate prevails.

[4] Rate for 12 or more credit hours.

[5] Maximum rate.

[6] Rate for 1 through 15 credit hours; no charge for credit hours beyond 15.

[7] Per term rate applies to 12-18 credit hours; additional credits beyond 18 at credit hour charge.

[8] Per credit charge through 16 credits; then per term rate for 17 or more credit hours.

SOURCE: SBCC

Table 16-B

INVENTORY OF TOTAL NET ASSIGNABLE SQUARE FEET BY CATEGORY
MARYLAND COMMUNITY COLLEGES
1970-1980

College	Classroom	Laboratory	Office	Study	Special Use	General Use	Support	Health Care	Unclassified	TOTAL NASF
Allegany	50,251	58,232	23,708	16,501	34,224	20,860	5,778	-	-	209,554
Anne Arundel	29.507	56,250	44,774	9,601	34,420	17,860	7,126	231	-	199.769
Baltimore:										
Liberty	34,330	37,658	41,646	15,330	27,058	23,573	20,334	858	3,624	204.411
Harbor	25,865	27,904	26.450	13,758	3.123	9,357	6.765	528	-	113,750
Catonsville	64,495	29.133	53.720	29,250	60,995	33.450	8.158	434	-	279.635
Cecil	10.458	6,052	5,535	3,380	15,198	1,584	1,650	-	-	43.857
Charles	13.527	13,283	20,981	18.145	27,145	7,576	6,384	-	-	107.041
Chesapeake	14.627	27,819	14,262	6,871	25,318	8.327	3,781	-	-	101.005
Dundalk	12,049	11,327	20,123	12.451	35,754	18,242	4,061	446	-	114.453
Essex	46,034	56,710	51,958	22,081	63,090	37,281	13,249	440	-	290,843
Frederick	13,380	15,135	12.158	9,070	18,278	9,736	1,955	-	-	79,712
Garrett	10.508	15,740	5,982	5,042	10,548	6,464	2,880	-	-	57,164
Hagerstown	17,972	26,531	19.672	13,957	17,766	17,211	3,682	214	-	117.005
Harford	14,978	22,851	26,003	17,470	38,485	17.506	10,393	488	-	148.174
Howard	19,896	17,282	21,006	12,485	32,031	17,286	1,511		-	121.497
Montgomery:										
Rockville	54,246	95,709	74.616	55,953	64,899	53,315	11,624	463	-	410.825
Takoma Park	17,898	40,651	30,002	23,904	31,017	11,721	4.832	596	-	160.621
Germantown	11,528	29,994	20,632	14,033	18,473	8,706	3.734	326	-	107,426
Prince George's	61,053	62,179	60,036	11,229	24.044	72,647	11,897	272	-	303.357
Wor-Wic Tech	-	-	-	-	-	-	-	-	-	-
TOTAL 1980	522,602	650,440	573,264	310,511	581,866	392.702	129,794	5,296	3,624	3.170.099
TOTAL 1979	503,771	690,855	600,211	318,264	581,047	385,144	120,419	6,048	-	3.205.759
TOTAL 1978	503.510	678,810	596,748	303.034	548.304	375.650	113,524	4,745	-	3,124,325
TOTAL 1977	462,024	639,910	544.700	291,530	487,107	351.113	95,027	4.271	-	2,875,682
TOTAL 1976	439.943	601.109	500,811	286,928	463,870	337,700	96,002	3,495	39,396	2,769.254
TOTAL 1975	360,617	536.674	419,809	216,181	440,483	336,922	81,155	3,225	12,025	2.407.091
TOTAL 1974	333,813	472,628	390.782	212.861	415,251	295.393	83.920	2,813	23.801	2.231.262
TOTAL 1973	331.375	435,229	357.149	225,224	385,445	288.610	81,046	4.743	22,371	2,131.192
TOTAL 1972	328,481	409,708	329.521	230,843	379,161	257,232	66,702	126	54.798	2,056,572
TOTAL 1971	329,346	415.189	307,196	171,660	353,459	236.847	66,899	580	18,227	1,899.403
TOTAL 1970	306,209	322,887	264,075	157,464	257,069	266,917	85,716	2.977	12.266	1.675.575

NASF = Net assignable square feet

SOURCE: CCL2-Table 1

Table 17-B

EMPLOYEES BY COLLEGE AND FUNCTIONS
MARYLAND COMMUNITY COLLEGES
AS OF OCTOBER 31, 1980

College	Administrative				Instructional				Other Professional				Support				TOTAL ALL FUNCTIONS				TOTAL EMPLOYEES	
	Minority		White		Minority		White		Minority		White		Minority		White		Minority		White			
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Allegany	-	-	12	-	-	1	82	46	-	-	12	-	1	-	47	2	1	1	153	48	154	49
Anne Arundel	1	-	29	-	5	12	165	237	3	1	16	6	38	7	127	65	47	20	337	308	384	328
Baltimore	12	-	22	-	44	121	118	228	23	7	25	9	109	18	62	11	188	146	227	248	415	394
Catonsville	4	-	40	-	9	12	200	169	4	-	43	-	31	-	196	20	48	12	479	189	527	201
Cecil	-	-	7	-	1	1	22	60	-	-	8	3	2	-	29	8	3	1	66	71	69	72
Charles	-	-	15	1	4	7	35	156	2	1	23	4	23	1	74	5	29	9	147	166	176	175
Chesapeake	-	-	14	-	4	-	22	102	1	-	6	8	11	2	33	17	16	2	75	127	91	129
Dundalk	1	-	21	-	5	4	32	79	-	-	6	-	16	-	78	6	22	4	137	85	159	89
Essex	-	-	34	1	5	9	161	511	3	-	22	6	14	-	230	21	22	9	447	539	469	548
Frederick	-	-	24	-	3	4	29	78	-	-	3	-	7	2	52	12	10	6	108	90	118	96
Garrett	-	-	9	-	-	-	22	56	-	-	9	-	-	-	40	6	-	-	80	62	80	62
Hagerstown	-	-	14	-	1	-	52	82	-	-	7	-	1	-	53	-	2	-	126	82	128	82
Harford	-	-	28	-	2	1	79	176	-	-	-	-	11	1	115	13	13	2	222	189	235	191
Howard	5	-	18	-	4	5	37	106	-	-	1	-	18	6	59	11	27	11	115	117	142	128
Montgomery	9	-	50	-	17	34	350	440	6	-	50	-	103	-	374	-	135	34	824	440	959	474
Prince George's	8	-	29	-	22	44	213	423	2	1	12	10	83	117	171	239	115	162	425	672	540	834
Wor-Wic Tech	-	-	7	-	-	2	16	45	-	-	5	-	3	4	12	4	3	6	40	49	43	55
TOTAL	40	-	373	2	126	257	1,635	2,994	44	10	248	46	471	158	1,752	440	681	425	4,008	3,482	4,689	3,907

F-T = Full-time
P-T = Part-time

NOTE: Includes noncredit faculty for the first time.

SOURCE: SBHE E-1

Table 18-B

CONTINUING EDUCATION ENROLLMENTS
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1980

Subject Area	Number of Courses	Number of FTEs	Number of Registrations
Agriculture	93	46.33	627
Architecture	56	17.61	363
Arts	164	1,347.46	17,989
Business	1,232	1,618.17	27,544
Communications	102	37.40	846
Computer Science	57	67.39	1,191
Education	806	1,247.32	17,017
Engineering	163	267.73	3,313
Health Care	791	516.11	9,935
Home Economics	344	492.91	10,838
Industrial Arts	640	742.52	8,692
Language	112	98.09	1,421
Law	89	43.05	1,193
Libraries	3	-	-
Life and Physical Sciences	42	26.68	420
Mathematics	42	16.39	302
Military Science	1	.34	9
Philosophy and Religion	5	7.01	90
Physical Education	80	470.35	9,307
Psychology	32	35.53	683
Public Administration	66	115.84	867
Social Science	89	130.71	4,301
TOTAL	5,009	7,344.94	116,948

FTEs = full-time equivalent students

NOTE: Includes only courses and students which were eligible for State Aid.

SOURCE: SBCC

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